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Hearing on Gang Violence in Schools, November 8, 1989

Joint Committee on Organized Crime and Gang Violence

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CALIFORNIA LEGISLATURE
JOINT COMMITTEE ON
ORGANIZED CRIME AND GANG VIOLENCE
SENATOR WADIE P. DEDDEH

Hearing on
GANG VIOLENCE IN SCHOOLS

November 8, 1989
8:30 a.m.
County Administration Building
San Diego, California

MEMBERS

Ruben S. Ayala
Marian Bergeson
Ralph C. Dills
Cecil Green
Barry Keene
Dan McCorquodale
Jim Nielsen
Art Torres
Diane Watson

Dominic L. Cortese
Dave Elder
Gerald N. Felando
Elihu M. Harris
Lucy Killea
Lucille Roybal-Allard
Curtis R. Tucker, Jr.
Maxine Waters
Cathie Wright

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CALIFORNIA LEGISLATURE

JOINT COMMITTEE ON ORGANIZED CRIME
AND GANG VIOLENCE

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CHAIRMAN: HONORABLE WADIE P. DEDDEH

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Staff

Aubrey LaBrie, Counsel
Kristen Chamblee, Secretary

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CHAIRMAN WADIE DEDDEH: In opening this hearing, I want to assure you that the Legislature recognizes the seriousness of the gang violence problem. We have held a number of committee hearings that addressed the issue of gang violence during the past year. Likewise, we have produced legislation to help remedy the problem. So you see, we are making every effort to do something about the serious problem that's before us.

Today's hearing is consistent with our commitment to wage a frontal assault on the problem of gang violence. Schools and school campuses are a crucial area of concern in this regard for legislators and school officials alike.

Although the general problem of gang violence in our neighborhoods is worthy of serious consideration, I believe we are doing the right thing to treat the problem of gang violence in schools with the same degree of seriousness plus a strong sense of outrage.

Here I must admit my bias. I am an educator by profession, who taught for ten years, Sweetwater High School District and Southwestern College, and therefore, I have a special feeling for education and schools.

In any event, we hope that this hearing is responsive to the concerns of our schools and that it will provide some guidance in dealing effectively with the problem of gang violence in schools.

To my left I'd like to make some introductions. It's my privilege to introduce Assemblyman Curtis Tucker of Los Angeles, from Inglewood, who is a member of this joint committee. To my right is Aubrey La Brie, who is the counsel to this committee. Kristen Chamblee is the committee secretary, sitting over there. And with us are two sergeants from the Senate Sergeant-at-Arms, John Bristow and Wayne Karlstad, who will be joining us soon.

There will be some members drifting in who are coming from different parts of the state, and I cannot promise that they will all be showing up but we hope that they will be. However, I want you to know that this proceeding is recorded and the information will be disseminated to the members of the joint committee, which is 19 members (10 Senators and 9 Assemblypersons).

With this, I also would like to introduce to the audience, and I'll join you in a minute, we have a 15-minute video, sort of introductory remarks to what violence and gang violence and organized crime is all about. And with this, Sergeant, we'd like to see it.

(SHOWING OF VIDEO)

CHAIRMAN DEDDEH: We call on our first witness, Dr. Tom Boysen, County Superintendent of Schools. Dr. Boysen?

DR. TOM BOYSEN: Good morning, Senator Deddeh, Assemblyman Tucker, staff members and participants. As County Superintendent of Schools in San Diego, it's a pleasure for me to welcome this hearing to our county and to thank you very much for the attention you're giving to the problem. There's no question that it's a very dramatic change in the environment of our communities and schools, and that it threatens not only public safety but also the quality of education in schools.

I don't pretend myself to be an expert with a lot of firsthand experience in this area, but I do want to review the situation in San Diego County in overview. We think of ourselves as being on the edge of things here in San Diego County -- the third world, the 21st century, and the Pacific Rim -- and we're growing very, very fast. We have about 380,000 students in 43 school districts. About one-third (120,000 students) are in the City of San Diego school system, and the others are in 42 outlying districts that range in size from about 35 up in the mountains to 25,000 in the Sweetwater Union High School District. So it's a very mixed group in size.

It's a very effective set of school districts in San Diego County in terms of performance scores; our district started out above the state average in the early '80s and we've improved faster. And we appreciate the partnership that we've had with the Legislature and the Governor in that educational reform movement.

The forecast is for us to grow by about 40 percent between now and the year 2000. We'll go from 380,000 students to 515,000 students. We hope to go from 500 schools to 700 schools, or somewhere in between with double sessions and year-round schools. We are the year-round school capital of the country right now. We have a higher concentration of year-round schools here than anyplace else.

I think that very fact of growth is going to add to this problem. When we depersonalize the experience of schools, we invite other types of activities, such as gangs, to pick up on that need for students to belong. That came out in several ways in this videotape.

Demographic changes also affect the life here as it is in other parts of our state. In 1970 the county schools were about 78 percent Anglo. There are about 56 percent Anglo today. It's changing at about a percent a year.

We think this is an enormously enriching change for us in San Diego County, that it's going to equip our students to be the citizens of the world that they have to be in the coming years, but it's not without problems. As one of the speakers in the video said, in California there are about as many gangs as there are ethnic groups. And trying to get these new Americans and the traditional ethnic groups to relate to one another in constructive ways is a major, major effort of our school districts.

The video has very well suggested the rapid growth of gang activity in this state, and that's true too here in San Diego County, and I'm sure that you'll be hearing more about the statistics of that as we go through today.

One just needs to look at the newspaper. I saw in the November 3rd papers two accounts: one of a drive-by shooting at a middle school in East San Diego where an 11-year-old girl was sort of shot by accident in the thigh and had nothing to do at all with the incident that provoked it. In the same day the papers reported an incident in north county, in Escondido, where a young Hispanic man, 14 years old, was walking to school. He was assaulted by a group of three Anglo kids who were skinheads. They stole his two dollars, beat him up, and he was able to escape by accident without a serious beating. So it's a widespread problem.

We do a public attitude survey of adults in San Diego County. This is the second year we've done it. The results are about to be released. And one of the questions in the survey is what do you

regard as the most important problem in San Diego County schools? And for the last two years drug abuse has been number one. It was 35 percent last year. Forty-two percent of the sample identified it as the most serious problem this year. That's interesting because our data from surveys in '83 and '86 of student drug use show a modest decline, which is good news that we've got both public energy and awareness up and the student use is trending in the other direction. So we're going to jump on that and really stay with it.

Gangs and crime were 4 percent in last year's survey. They're 7 percent in this year's survey. They moved up from seventh place to fourth place in the order of things that people regard as serious problems.

In the County Office of Education we, like other county offices in California, have responsibility for the juvenile court and community school program. There are about 2,000 students who are involved in this program at any one time. Three hundred of them would be at the juvenile hall. They're incarcerated. Another 300 or 400 would be out at Rancho Del Campo in a rural reform school environment. And another 300 or 400 are at about 25 storefront schools that we have around the community.

I wanted to relate to that population because we have 8,000 students a year go through the program. Only 2,000 are there at any one time. But that's a fairly significant percentage of the 80,000 students who are in the high schools of the county. Virtually all of these students are high school students. And if you look at that population, 42 percent of the juveniles incarcerated are involved with gangs. Juveniles in the maximum security unit for very serious crimes such as rape and murder, 35 of the 38 there have been involved with gangs. In our storefront schools, about 40 percent of those students have been involved with gangs. So our people come into daily contact with the problem.

The coordination and cooperation in San Diego County in dealing with the problem I think has been very good. I appreciate very much what the Sheriff's Department, the City of San Diego Police Department and other police departments have done with the gang suppression unit. I think they've been very active in identifying the sort of leadership population and really staying on their case and preventing them from spreading the disease any further than it has already gone.

In our county office we have worked with -- have had several workshops helping people in schools who get so busy with the academic programs sometimes that they don't right away recognize the changes that are happening in students as far as what are the clothes they're wearing, what are the significant identifying factors, and we've been helping with that.

We have a team, which is called Student Well-Being Team -- and several of its members are here today -- which the county board set up two years ago to acknowledge the tremendous impact that drug abuse was having, that gangs were having, that dropouts were having, that all of the disorienting social conditions have on school performance and on well-being.

I saw a survey just lately of the employer expectations of students coming out of high school, and there was a time when academic performance was the number one thing that employers were looking for, but the first thing on the list now is being drug free. The second thing really has to do

with getting along with other people and following directions. And then the third set of things have to do with academic performance. You need all three, but it reminded me that we have to be very aggressive in stamping out problems that affect the socialization.

I want to just say, I had a conversation with the superintendent of part of our county that's affected by this yesterday and I asked him, because he's closely involved with it, what he would do, and he said to me, "Well, didn't you belong to a gang when you were growing up?" And I said, "No, I was growing up in the Midwest and the kind of gangs I was in were the YMCA and the Boy Scouts and stuff like that." Well, he grew up in an ethnic area of New York City and he belonged to a gang. He couldn't wear his jacket to his parochial school he went to, but when he got home he put his jacket on and he went out on the street. And he talked about it very, very forcefully in terms of the need to belong.

So whatever we do in this area, in addition to continuing the important work of gang suppression activities in the justice system, in addition to very strong discipline in our schools, and in addition to dealing with the drug abuse and dropout problems, we have to get to this belonging issue. As I read the state reports on the model programs that seem to work, they help answer that question. I think it's a bigger question for new Americans perhaps than it is for others. As one of the presenters was saying, these youngsters want very much what other people want, which is a successful life with a decent standard of material living.

We have a program in our county which has been very successful at raising the academic performance and attendance of students in the high schools, and it's aimed at getting underrepresented groups into college. So I'm not putting it forward as a program that is going, in its present form, to deal with gangs. But what it does is it says to a group of Hispanic, Black, Asian, low-income White youngsters -- it's now in 44 of the 52 high schools in the county -- it says you can make it. It gives them -- one of their six periods during the day is an ABID classroom. ABID is the name of the program -- Advancement By Individual Determination -- and the signature of the program, the main theme, is custom handling: There's some person in this school that really cares about you. And I see it in a sense as a surrogate parent, as a force of the society to have a personality interacting with that youngster, saying you matter, I'm going to be on your case and I'm following you and I want you to succeed.

And one of the very key elements of this program, by the way, is junior college and college tutors who come into the lives of these high school age students and help them with their studies, and far more than that provide role models and very practical guidance in how to deal with the problems that are coming along. And these tutors, in almost every case, are from the same ethnic group that the students are. And I feel there's a way that can happen between high school students and elementary students, because that's where, I think, our prevention really needs to begin, as some of the commentators were saying, in fifth grade, in sixth grade.

As we go about implementing Prop. 98 and Prop. 99 -- in fact, we're having a meeting of our local coordinating committee this afternoon. As you know, those two initiatives have provided revenue stream for districts to deal with drug abuse prevention and tobacco abuse prevention. I think

this message of anti-gang awareness can come in there. But as you think about programs that might be -- started out on a pilot base and then replicated later, something modeled after ABID where we are making the best use we can of the students from the same ethnic groups that have made the adjustments successfully. I mean, I would be in favor of paying high school students to do this kind of tutoring with elementary and middle school students. All of the research on cross-age tutoring shows that it is the most cost effective kind of intervention that can happen.

I feel that it's a little bit dangerous in the post-Prop. 98 environment to talk about funding. In the old days we could just say the sky's the limit, you should spend some more money in this area. Now what we've received back is you've got 40 percent, how do you want to spend it?

I would be in favor of targeting some of that 40 percent to this problem. I mean, if we don't get on top of it it's going to get away from us. It's not happening uniformly all over the state. We need to get into those places where it is happening and get prevention programs going.

Again, I want to thank you very much for being down here, and I'd be very happy to respond to any questions that you have.

CHAIRMAN DEDDEH: Dr. Boysen, about 10 or 15 years ago, even though I was in the Legislature of 23 years, I had never heard of gangs in San Diego. Oh, there were some kids getting in trouble, you know, maybe a dozen somewhere. Now we have over 2,000 in San Diego, and they're growing, they're not diminishing in size and in numbers and so on.

I spoke about role models from junior colleges and so forth and sometimes I'm troubled, very troubled, that some of our athletes, famous names, drawing a million, two million dollars a year, are doing drugs. And sometimes we sort of kind of try to overlook that. I'm troubled by that and I'm addressing this to the whole world to hear this, because I think they are just as responsible in causing these problems as anybody else -- steroids, drugs, cocaine, whatever it is -- and somebody famous, very well known, in San Diego. That troubles me.

Now, let me come back to the county. Do you have schools that are not part of an organized union high or union schools or unified that you run, other than -- you don't.

DR. BOYSEN: All of the regular schools in the county are in a school district. So we're a service entity and we serve them all.

CHAIRMAN DEDDEH: To your knowledge, what is being done -- and there will be some representing school districts who will testify -- to your knowledge, what are these schools doing? Because I am aware factually that gangs do exist on campuses. They're threatening the well-being of a lot of their colleagues in the schools; they're robbing them, they're extorting money, they're beating on them. They're doing an awful lot of damage. Some schools now have security guards. And to your knowledge, is this exploding or diminishing, or what's happening?

DR. BOYSEN: I think it is exploding. I don't think it's diminishing. As I mentioned before, I feel that effective action is being taken in terms of the justice system and the gang suppression activities. The discipline -- when SB 813 came in '83 it toughened up the discipline so that students who use -- or sell drugs or use weapons are automatically expelled.

By the way, that's a difference that New York State has. I was a superintendent there some

years ago in the mid '70s, and when you expel a student in New York State, you have to provide an alternative program. That's not required in California. And I think many districts do, but the time to pick the student up, I think, is right at expulsion. You can have an independent study program so the student is not a danger to somebody else. But I think to just put the kid out on the street is inviting a bad connection.

CHAIRMAN DEDDEH: And I agree with you. I agree with you. Because we've also reached a point where our state prisons have 16,000, 17,000 -- we have somebody from the A.G.'s office who's going to testify to that -- we have about 16,000 more inmates than our state prisons can hold. The county jails are overcrowded, as you know. So it's a statewide problem.

Now, what do you, in the educational community, what tools do you need from the Legislature? Let me put it that way. Do you have all the tools or do you need some tools from us?

DR. BOYSEN: I think we do need some tools. One thing which I think will probably be coming out of the state department is a model, let's say gang prevention and suppression program. A couple of years ago, Attorney General Van de Kamp and Honig put out a model drug prevention and recovery program -- it had 7 or 8 steps -- and we were asked, each of us in a district, to look at that model and make a report on what we were doing. I think that kind of thing in the area of gang prevention and suppression would be appropriate. It's certainly not too early to do it. It's better to be ahead of it, and even if I'm superintendent in some place where I don't think I have a problem, I think the state has an interest in asking me to really look at that and make that kind of report.

CHAIRMAN DEDDEH: But you don't need legislation for that.

DR. BOYSEN: No, but I think we need an invitation that comes from powerful sources. Maybe Honig and Van de Kamp would be the right place to have it come from.

The place where we need the legislation, I think, is in some categorical programs, you know, carved out of the 40 percent. And I don't think it needs to fund the programs necessarily. Take the ABID model that I was using earlier. That program started about 6 years ago in one San Diego City High School -- a teacher had a bright idea. It spread to three other high schools in the city. Then the person who was the leader came over to the county.

We're spending about \$160,000 in our county office out of our resources on the coordination of the program, but the districts in the county are spending a million-and-a-half dollars in delivering the program. So seed money for planning and coordination, which, I think, districts prefer that to having a more -- we may have to get to a more directive kind of program.

CHAIRMAN DEDDEH: Mr. Tucker, question? Thank you, Dr. Boysen.

DR. BOYSEN: Thank you.

CHAIRMAN DEDDEH: Thank you very much, sir. Our next witness is Director of School Police, San Diego City School, Jim Stark. Mr. Stark?

MR. JIM STARK: Good morning. I want to apologize for Mr. Rascon, who is the Director of the School Police, that he was unable to be here this morning. He asked me to appear and to tell you some of the trends we're seeing in the San Diego Unified School District and some of the things we're trying to do to combat the youth gang problems that we're seeing.

For this school year, starting in September, we have seen a dramatic increase in youth gang activities around our schools. We're seeing large increases of violence at our football games, our school dances, around our campuses. In the last month, we have had a security guard who was shot in a parking lot after a football game. About a week ago we had a 12-year-old girl who was accidentally shot by a stray bullet by some gang members that were chasing some other gang members about, oh, 300 or 400 feet away from the school in an automobile. So violence is around our schools, and we're seeing very dramatic increases on our campuses.

To try to prevent some of this, we've increased our security at our football games and our dances. We've increased manpower from our office and from the San Diego Police Department to try to curb some of this violence that's going on, rather than have to cancel football games and cancel dances at school. We've had several dances that have been canceled because of fear of violence. We have had some night football games that have been canceled and made afternoon games because of fear of violence.

But some of the things that we're doing to try to prevent some of this is that we have developed a corps to go around and to indoctrinate our administrators and our teaching staffs of how to identify gang members and how to try to deal with them if they identify a gang member; how to recognize the colors; how to recognize what gang members' activities they're doing; and we have developed a procedure from the San Diego Unified School District that prohibits youth gang members from wearing any gang attire or acting out in any gang memberism at that campus. And when any of this occurs, that we do identify the person who is doing it and we bring them in and we meet with their parents, we take their gang paraphernalia away from them, and if they don't stop, then we have no alternative but take stronger actions.

This is some of the things that we are doing in the San Diego Unified School District to try to combat the youth gang violence in the things that's going on in our schools.

CHAIRMAN DEDDEH: And it's so sad, Mr. Stark, so sad, because when you have school police, when you have more security guards, when you have all these things that you did not need 10, 15, 20 years ago, that's cutting into the instructional program. You're taking money from other areas to put in that particular area. Are you not doing that?

MR. STARK: Yes, sir. It's very definitely costing...

CHAIRMAN DEDDEH: And so it's cutting into the educational/instructional program that these kids need. I am personally at a loss. I don't know what to do. I honestly don't know what to do, how to handle that. I do not know how to handle that. I am pleading with you, tell me what you need to be done at the legislative level. We'll do it. We'll do it. We live in a society, unfortunately, and this is not a lecture in sociology, but it's a fact of life we live in a society where it takes husband and wife both to work to pay the bills. Kids come home, there's nobody home. If they're lucky, they may find good decent friends and associate with them. If they're not, maybe they will belong to that group of gangs.

I heard a mother tell me, a friend, she was shopping for her kid clothes to go to school in August, or September. "Mom, don't buy me that sweater. I cannot wear it." "Mom, don't get me that

thing. I'm not supposed to wear that. That belongs to such and such gang." That's shocking. That's shocking.

We spend 55 percent of the total California budget on education. That's what we do. In case you don't know, that's what we do. And to have this -- if I had a son or a daughter that wanted to be a teacher, my advise to them, don't be a teacher, it's not safe. And that's sad. And I'm proud of being a teacher. I was a teacher. My wife taught for 41 years. And it's very sad.

MR. STARK: There is a lot of staff members that are very, very concerned about that very thing. They're very fearful of the safety of themselves and their students at the school campus.

CHAIRMAN DEDDEH: Sure. I spoke at one school one time, I was invited, and I told the principle, don't invite me again, I'm not coming back to that school. The kids showed disrespect, were rowdy, rude. I said I don't need to come to speak to that particular group. And I enjoy going to classrooms. I enjoy it, whether it's the third grade, seventh grade, eighth grade, tenth grade. I enjoy going to the classroom and speaking to the kids. But there's something missing and I don't know where that missing link is. I want help, we want help in the Legislature. We will pass whatever legislation is necessary.

MR. STARK: Well, I think that's a problem that a lot of people are trying to wrassle with, and I don't think any of us have the answer to it right now. There are some programs that I think that are being tried that hopefully will help. I think the drug programs in the elementary school is a very good program, and it is seeing some results. I think some of the gang presentations that are being given in the elementary schools will see some results down the road. It's been happening two years here now in San Diego where we're giving anti-gang presentations to the fifth and sixth graders in the elementary school, and I think down the road we'll see some results on that. I think it's a good program and it's a program that should stay, but it is having some financial difficulty with the San Diego Police Department to be able to afford to do that.

CHAIRMAN DEDDEH: Let me ask you this, Mr. Stark. Are you working with the business community? You identify a young man, 15, 16, that -- or a young woman -- that might probably be in trouble or could get into trouble, and you check with that particular person and he or she will tell you, my father, I don't know him, I've never seen him; my mother is working, I've no place to go; I have a sense of belonging in a gang, I have some kind of self-respect and dignity when I belong; but if I had a job that pays me 3, 4, 5 dollars an hour, I probably would not belong to a gang. I've heard gang members tell me that in San Diego. If I can get a job for \$5, \$5.50 an hour, I probably would not belong to a gang because they know what the ultimate is going to happen: You either wind up in jail or you get shot. There's no in between. No in between. It's either go behind bars for life -- and I hope it is for life -- or you get shot. And I don't feel sorry for those kids that get shot because they know what they're doing. But I feel sorry for the innocent bystander who got hurt.

A mother in National City went to pick up her daughter two or three, four months ago, and two gangs fighting each other, the mother waiting in the car to pick up her 14, 15-year-old kid, and she was shot dead. And that is troublesome, very troublesome to us. This is a country that has a lot of respect for law and order, and yet, I think our streets have been taken over by gangs, by criminals, by

punks, and I don't know how to handle that. I just don't. I know what I would do if I had 24 hours to run the country. I know what I would do. But obviously I'm not and I won't be.

MR. STARK: Yeah, you know, and that their rights have to be protected...(cross talking)...which makes it very difficult sometimes.

CHAIRMAN DEDDEH: But you see, we're protecting the rights of a very small minority that are thugs at the expense of the rights and the well-being of millions of decent, law-abiding American citizens, scared in their homes. Scared in their homes. And that bothers me.

MR. STARK: And I want to tell you in the San Diego City Unified School District here that the majority of our students are all good students...

CHAIRMAN DEDDEH: Oh, I agree with you.

MR. STARK: ...going to school. A very small percentage of them are causing these problems. Usually when there's a problem, it's a group of 10 or 15 of the young gangsters get together and they create the problem. Something that we are doing, and we're trying to take a very strong stand on it, that we're now not allowing any of them into any of the football games. Anybody that looks like a thug or acts like a thug or is dressed like one, we prohibit them from coming in and order them to leave the area. If they don't leave, then the police cart them away. But that's only a temporary solution, and I don't know what the long-run solution is except try to educate them and try to help them into jobs and try to keep them out of the gangs and out of drugs.

CHAIRMAN DEDDEH: Mr. Tucker.

ASSEMBLYMAN CURTIS TUCKER: Mr. Stark, let me ask you a question. You had said earlier that when a kid gets involved in trouble at school, when it escalates to the point where the parents have to be called in, do you know whether or not the majority of the parents knew their kids were involved in gang activity, or are they surprised?

MR. STARK: Usually the parents tells us that they did not know that their child was in gangs, and they did not know that this was gang clothing. Some of them that have said that they knew this kind of stuff say the kid was putting it on after he left the home. But the majority of them say they did not think their child was into gangs, and they did not know that any of these shoelaces or the caps or the jackets that he was wearing had anything to do with gangs. And so, how people, with the amount of it that's on TV, could not know that their child was in gangs, I don't know. But they all express this, almost unanimously, that they did not know that their kid was in gangs.

ASSEMBLYMAN TUCKER: Do you know what percentage of those parents have to be called back at a later date for the same problem? Or is it generally once the parents have been notified that their kids are engaging in gang activity and they give you that speech about, gee, I didn't know, is that sufficient? Do those kids turn around, or are they just pacifying you to tell you whatever you want to hear, and then you find out these kids are coming back again in the continuing problem?

MR. STARK: We did some follow-up work and we find that a large percentage, the majority of them, have had an effect upon their kids -- who they're associating with, what they're wearing -- in trying to keep them out of gangs. Some percent, a small percentage of them, we see the kid back two days later doing the same thing. And so obviously the parents don't have the control that they

should have, or are not applying that control on the kids.

But the majority of them, we do see the parents taking an active interest in wanting their kid not to be involved in that because they know the same as we do: If they stay in gangs, they're going to end up in prison or jail, and that's what we tell them. They'll end up there or dead.

ASSEMBLYMAN TUCKER: Okay.

CHAIRMAN DEDDEH: One last question, Mr. Stark, and this will be addressed to all of you in the audience who might be testifying later on. Tell me if there is a tool that you need from the state that you don't have and you think that the State Legislature can give it to you -- what is it?

MR. STARK: I don't have the answer for that, sir. I think, as I said, I think we need to get some assistance in trying to get people to try to educate kids and parents while they're in elementary school of the pitfalls and hazards of being in a gang, and ways to try to keep them out of there by working with the businessmen and trying to get more kids jobs to keep them out of gangs and keep them out of selling drugs. Because selling drugs and gangs are the same. They're one in one. If you're in gangs, you're in drugs. If you're in drugs, you're in gangs, a lot of them. And so that's where I see the answer is to educate the youth and educate the parents, and the pitfalls of it, and outside of that -- the prisons are full, we can't keep putting them all in prison, but we have to try to make the schools and the community safe. And the only way you can do that is either get them out of it through education or put them in jail.

CHAIRMAN DEDDEH: Thank you, Mr. Stark.

MR. STARK: Thank you.

CHAIRMAN DEDDEH: Thank you. Mr. Dugen, our Director of Crime Prevention from the Office of the Attorney General of the State of California. Mr. Dugen? You should have some answers.

MR. JACK DUGEN: I don't think so. Senator Deddeh, Assemblymember Tucker, I'm honored to be here and I thank you for inviting me. I recognize that you seek solutions and you must recognize that I don't have any. But I have some thoughts and some suggestions that I think it would be wise for your committee to perhaps take under advisement.

I work for the Attorney General, John Van de Kamp. As you know, he's the chief law officer, and so much of our efforts are in law enforcement. On the other side of that house, John was the D.A. in L.A. and rather grew up with the stigma of drugs. And so when he took office, he said fine with law enforcement but I want prevention over here because this simply doesn't work.

To anecdotally go aside to myself, 35 years ago I was a cop in Harlem and I made an arrest for heroin. I did not know what it was. But I bring that to your attention because you could read from that that we have had 35 years of failure in addressing the drug problem in the United States of America. It is beginning to level but it went like this. It is level now -- it is still our scourge.

I spent time in the military and then I went to the California Conservation Corps here in the State of California. I just throw out the CCC to you because of an alternative anecdotally there. We did not have gangs when I was running the CCC. We had the disenfranchised youngsters, though. No criminals, no probation, no parole. Young men and women whose greatest failure was that they

couldn't find a job.

Now, those kids would put graffiti on schools, they would break windows in schools. They would do those things. Oddly enough, when you brought them into the CCC, they never did that. And why? Because they belonged: This is now my home and I'm proud of it and I take care of it.

I go from that to a recollection of all of us. We're tribal. That's what we are. Human beings are tribal. And so when you are young and you are 13 or 14, you need to belong. If the school, the family, and you become disenfranchised, you remain tribal, you're going to join something.

And a gang is attractive. They began socially. Gangs in America are not new. We had them rampant in the '20s in the United States of America, particularly in the East. Some of the same things we're undergoing now we underwent in Manhattan during the '20s. And in those days they were Irish gangs, Jewish gangs, Italian gangs, and now we have another transfer of them. And it is the disenfranchisement of young men in particular, seeking adventure, recognition, and being refused by us, the larger tribe. I throw that out there because I think we should all think about that once in a while.

Why does a kid join a gang? To belong to something. It is possible for a gang to be healthy. In that sense we call them fraternities. Hope you call them the Lion's Club or something else. But they are, in essence, the same thing to be offered to this young man.

Now, what has caused this to get so bad? Drugs. There's big money in it. When you and I see on television \$6 million or something in a briefcase, we say how awful. To a 14 year old, he says I want a piece of that, man; I would love to get a piece of that. And that big money is a temptation. It is also a fallacy to say that the young men that we are throwing in jail were making a hundred to two hundred dollars a day. I do not believe that. I think if you went to the slammers and they find their first time in Folsom, you'd find out they were working for chump change, that the money is up here.

This week's Newsweek has the Columbian cartel on there. The Columbian cartel is in this city. It is in Los Angeles, Detroit, and New York, and it's big, big money. We have to dry that up.

Now, I want to comment on the Attorney General and law enforcement. On law enforcement, the most successful thing we have had is the recent task forces consisting of local police and the state. That is, the Bureau of Narcotics Enforcement. This is a recommendation that you look at. One of the difficulties is that the smaller communities can't afford to form and get into part of that task force.

We now have a proposal going through the BCP process, which is a budget request, to the State of California to increase the funding of those task forces. Law enforcement, and from your perspective, I would recommend that when January comes that you take a look at that because I think that, from a law enforcement, is required.

Now then, on prevention. There is a Governor's Policy Council on Drugs and Alcohol. Governor Deukmejian appointed it; I sit on it. I am the lone member of the nonadministration. My purpose is to keep those guys honest.

Well, on this council, I recommend that this committee take a look at that council

hearings -- I'll be glad to send it to Kristy -- to tell you what is going on with this. We have -- drugs, I'm talking about now -- we have confusing, if you will -- if I were a school superintendent I would be confused by funding sources. You have it coming down out of the feds, the alcohol and drug programs, the State Department of Education, and now the Office of Criminal Justice Planning, and also Health is in there. Then you throw in the tobacco money, which has been dropped on top of that, and we know that's also a drug. You have all those funding sources. What we do to the superintendent is give him more paper. Fill out more paper. And he has to comply with the varying demands that the state places upon us and just administrative.

Now, I would like to see some effort made to, oh, I would guess standardize the applications and the methodology that a superintendent has to go through to obtain money out of the tobacco money, out of ADP, out of OCJP, and under the State Department of Education. Right now he's answering to too many things, he probably doesn't know what he's getting.

CHAIRMAN DEDDEH: But that is not a statute requirement for the superintendent to fill out all these forms, or that's an administrative edict?

MR. DUGEN: For the federal money he has to fill out forms.

CHAIRMAN DEDDEH: I cannot do anything about the federal money.

MR. DUGEN: You can do this: You can say to that Governor's council that I want standardization of application for money, and if you can't, I want you to come to me and tell me why you can't and how can we standardize it to a point where it's reasonable. If you can't go all the way, you can make it better than it is now, I do believe, Senator.

CHAIRMAN DEDDEH: What you're telling me, a letter from the chair of this committee to the Governor would help a little bit, maybe?

MR. DUGEN: Yes.

CHAIRMAN DEDDEH: Okay.

MR. DUGEN: And I'll talk to Kristy about how you do that.

CHAIRMAN DEDDEH: Okay.

MR. DUGEN: Now look it, prevention. We have -- and the superintendent probably knew I was here so he mentioned John Van de Kamp, you know, otherwise you wouldn't even know the guy's name -- but we've got a challenge seminar, it's all here. The superintendent mentioned it. What's good about it? We had a prevention commission on drugs and alcohol. We drew a donut, we put the kid in the middle. How do you get to them? The first line was the parents. Very, very hard. We recognize we're trying to get to them. And then we said elected officials, schools, cops, the media, the religious, the business community, that's what we said is the formation of how we can influence the life of this young person. And how is that done? It's not done by us from Sacramento who sit here and wave our hands and expect things to happen. It's done at the community. This challenge is an effort to mobilize communities, and frankly, sir, to train them a little bit on how they mobilize.

CHAIRMAN DEDDEH: Let me start with the first part of the donut. You said the parent. If I were to ask you statistically how many of these gang members, regardless of their ethnic background, come from broken homes, what would the answer be?

MR. DUGEN: I would say probably 60 percent. But I don't think it would be...

CHAIRMAN DEDDEH: Sixty percent. That's a very heavy majority, that they come from a broken home. In fact, I heard one gang member one time testify, he said -- and he was very eloquent -- he said, "You know, I come from an ethnic background where the fathers are not seen around the house." He said, "We used to look up to our mothers. They were in charge." He said, "Now our mothers are into drugs and they're doing drugs." "I have nobody to look up to," he said. And therefore at age 13, 14, whatever his age was, he said, "I felt that belonging to a gang," and we've all said that repeatedly, "I had a sense of belonging, sense of being accepted by a group, and I felt part of a family that I did not have at home." How can you argue with that guy?

Again, I repeat, we also live in a society, fortunately or unfortunately, that's so demanding -- everybody wants to live in a \$200,000 home. The mortgage payment on that is over a thousand dollars or \$1,500. You cannot make the payments. Husband and wife, if they're still together, if they're still together, they have to work. And where do you leave those kids after school? Where do you leave them?

MR. DUGEN: On the streets.

CHAIRMAN DEDDEH: On the streets. If by some kind of inspiration of the Holy Spirit some of them do not get into trouble, you're lucky. But if the Holy Spirit is not working, is too overworked, then some of those kids are going to get into trouble. And when they get into trouble, look at the loss of society, look at the loss of education. I mean, everybody loses. Everybody loses. And I don't know what the answer to that is. I really don't.

MR. DUGEN: Well, certain school districts -- Napa for one -- now I don't know enough about it but I will throw it out fast -- opens their schools at eight in the morning and they're opened until five. Now, that's for the younger children and it gives, in effect, some day care so the mother can go to work; and it's done with the partnership, I believe, with the Parks and Recreation Department of Napa. Now, the expenditure, the money, required to do that sort of thing is enormous. But nevertheless, if the child goes home at 3:00 in the afternoon unsupervised...

CHAIRMAN DEDDEH: And we're asking the schools to do much too much. We put 35 to 40 kids in a classroom; we demand of the teacher to fill out tons of papers and so on and so forth. She or he does not have the time. By the time you take the roll, and you've got 40 kids to get them to settle down, they can't teach. And look at their salaries. Look at their working hours. Look at all that. Look at all that. And so it's a miracle, it's a miracle, that some people are still inspired and they want to teach, and I take off my hat in respect for them. I wouldn't teach. In today's climate I wouldn't go to the classroom. I wouldn't.

MR. DUGEN: Now, my second recommendation to you -- the one was on the BNE task forces, and I'll give you some -- the second is that these challenge seminars, even the Little Hoover Commission said these things should be supported. They are a good idea.

The third item is the partnership between Mr. Honig and Mr. Van de Kamp. That deserves some of your attention. I wish it were, you know, all over, but what it is, and I always get a little flip about it, but when we brought the partnership together it was cops and educators. Now, we used to

call them, you know, the beefeaters and the quiche eaters, you know. This crowd over here was wearing wing tips and over here they were wearing Birkenstocks and they wouldn't even talk to each other. That thing, and not too long, in about 5 years, you had this. It is one of the things that causes, you know, as an ingredient, causes DARE to work, where teachers now invite cops onto the campus, where cops also understand the difficulties of the children on a school ground. And the purpose of that partnership, essentially, is make our school safe.

We followed that this year and we're putting it out in January, we have a publication coming out, "How to Plan a Safe School." Now, if that sounds rather like how do you have to plan that, you have to. And we're doing that -- probably we won't be able to do it into the schools until September of 1990 -- the process will start in January of 1990. I think you ought to, you know, look at that, because you cannot expect principals to be educated in those things that they weren't trained to do, and they were not trained to take a look at a school and see how they could make it safer. They weren't trained that way. We have to assist them in doing some of that.

Mr. Chairman, one more. Treatment. If you have an adolescent 16 year old and he needs treatment and you're in Los Angeles, you can't get a bed. Six-months' wait. By that time, he's in the CYA. You have written him off. America does not like treatment. There's a little bit of our contempt for them that it's their fault, I'm not going to put my money into treating them. I am convinced that if you treat with some reasonable success, you reduce crime. You do.

There are criminals who are addicted and their addiction causes criminality. There are those who are criminals. They're anti-social and they're addicted. Now, that latter bunch is hard and possibly belong in jail. The other bunch, we could, if we put some money into it, keep them out of the slammer.

Now then, jobs, employment, better homes, it's nonsense if he's addicted. You face the addiction first, otherwise all you get is a stoned guy to show up for work, or a drunk. If you can't get rid of the addiction, all the other stuff is nonsense.

And so treatment, I think the Legislature should look at how it's done. I also -- this isn't the purpose of this committee, but with the addicted mothers that we are having now that are giving birth to babies who are addicted, we are having it in the Youth Authority and in the slammer. They've got a captive crowd. I think the Department of Corrections, and the CYA in particular, should go after that addiction. If you don't cure the addiction he's coming back. It's a revolving door.

CHAIRMAN DEDDEH: Before I recognize Mr. Tucker for a question or two, I agree with you wholeheartedly on that. I had a bill that was vetoed for \$70,000 -- all it was -- \$70,000 to provide some kind of peer counseling. Peer counseling by those people who had been addicted, beat the habit, went behind bars, came out, and now they wanted to preach the gospel. Simple. We wanted a pilot program -- \$70,000 -- in a state whose budget is \$50 billion -- 50 "b" with a billion -- with a surplus of by \$1.2 billion, or 1.1 -- not surplus but reserve money. That bill was vetoed.

Let me also share with you my frustrations, Mr. Dugen. My frustration is, and that of us who are legislators -- we don't have the right to sign or veto legislation -- we have colleagues who do not agree with you, that would not agree with me, and sometimes we twist their arm to get a vote here

and a vote there, but they are not as enthused or as committed to what you are saying, to what Mr. Tucker's committed, to what I think I'm committed to solve this problem that is going to eat us all if we do not treat it right now.

I agree with you. I agree with you. The proliferation of drugs, they only grow because there's a market for them; there's a consumer out there. There's a consumer out there. I have that also with those people who say we don't want growth in San Diego. People don't build just for the sake of building because there are consumers who are going to use those homes and buy them -- apartments, condos, whatever they are.

There's consumers for drugs. You're absolutely right. This city in which you live, all of you, San Diegans, you should know this. Until about a year ago, two years ago, San Diego was the world capital, the world capital for methamphetamines. This was it. San Diego, one of the most beautiful cities in the country. We had clandestine labs in your neighborhoods and not in the slummy southeast as immediately somebody would jump to that conclusion. In Bonita and La Jolla and Point Loma, and these are fashionable neighborhoods. Now, nobody would have suspected that next door to a home that's worth half a million or a million dollars there'd be a lab, an underground lab. And I've seen that. So nobody is immune from having in their neighborhood these activities.

And again, I agree with you. I wish somehow I had the power to sign into law that simple \$70,000 for peer counseling that was vetoed. What was the other one that was vetoed? Neighborhood centers. Kids come out of school. We wanted a place for them to go and play basketball and shoot pool, because that's a nice little recreation center. No big deal. No big deal. That was vetoed. That was vetoed. Mr. Tucker.

ASSEMBLYMAN TUCKER: Just to comment on Mr. Dugen. You had said that treatment needs to be one of the key prongs of attack in order to address this problem.

MR. DUGEN: Yes.

ASSEMBLYMAN TUCKER: And you had said that the Department of Corrections and CYA needs to start doing something to get their shops in order. I had a meeting with the Assistant Director of the Department of Corrections because I was planning to introduce a bill that would provide narcotic sniffing dogs at every location at every prison and CYA facility in California. The reason being is they say 60 to 75 percent of the people in the California prison system right now are there because of a drug related offense, and there is a 60 percent turnaround rate within 3 years of parole.

And I was trying to explain to the gentleman who was representing the Department of Corrections, until you start trying to address the problems that you have in your prison system, you will always have a population greater than you can handle. Until you start -- you have a closed population. If you can't control drugs in that population, how can you expect to control the drugs in our neighborhoods. And he agreed with me, but he said, well, right now, we're fighting a budget war and we're going to have to oppose your legislation because we would rather have a man in the guard tower than a man walking the cell blocks with a dog. And I said unless you can make your prison system drug free, then you're not going to have enough men in the gun towers.

So I would hope that the Attorney General will be able to assist me and assist my colleagues to see if we can't make our prisons drug free. While you're sentenced to jail and you're serving your time, you should not be able to have any type of drug that you want, because when you come out, you are going to go back and offend society and end up right back where you are again. That should be the time where you spend getting your head together, you should be trying to avail yourselves of all the types of counseling sessions that go on in the prison system, so when you do come out you can reenter society and be productive. I think we're fooling ourselves to think that we can send a kid to CYA who has a drug problem and he's going to be better when he comes out. He's just going to find more access to easier drugs.

MR. DUGEN: That's correct. The recommendation from the Attorney General to this drug council, "Our youth and adult correctional systems must provide treatment to the incarcerated and paroled drug users." That's simply stated, it needs to be done.

CHAIRMAN DEDDEH: Thank you, Mr. Dugen. I apologize, we're running a little late on time, plus this is a very interesting subject, a very important one, and I'm not going to cut you short on your time. Take whatever you need because we are here to learn and to help us do something constructive. Thank you, Mr. Dugen, very much.

MR. DUGEN: Mr. Chairman, Chief Burgreen, your chief in San Diego, sometime you should talk to him. He put walking cops around some of the schools down here.

CHAIRMAN DEDDEH: That's right. That's right. I wish we had at least 50 percent more cops in every department. We, in the big cities -- San Diego is one of them -- we have percentage-wise less cops today than we had 30 years ago, and we're growing in population and so on. Anyway, that's probably another hearing.

Mary Weaver, Department of Education. That's the county or the state department? State department. From Honig's...

MS. MARY WEAVER: Bill Honig's my boss. Senator Deddeh and Assemblymember Tucker, Aubrey and Kristen, I really do appreciate being invited here to share some of our observations, and to describe some of the programs that the Department of Education's involved.

My name is Mary Weaver. I'm the program manager of the School Climate and Student Support Services Unit. It has responsibility for the School/Law Enforcement Partnership, that Jack referred to, for school crime reporting, for developing inservice guidelines for gang prevention and guidance and counseling and discipline and so forth.

I'm going to limit my testimony basically to two different areas and I'm open to answering questions. Basically I'd like to present, from our perspective, the need for prevention, not just intervention but prevention, and also to describe some of the programs that are in our unit operating to help prevent gang involvement.

First, that shows that we have a need for prevention is obviously the number of gangs and the number of gang memberships within those gangs. The video this morning presented a beautiful picture and gave some statistics that I won't go ahead and repeat.

The point, though, that I need to make in terms of when we look at gang numbers and gang

memberships is that gangs are not isolated just to urban areas, that indeed they are all over the state; and we are now receiving calls into our office for assistance in gang prevention as far north as Eureka and Arcata, as far south as San Diego. We're getting telephone calls from communities that are not thought of as having gang problems -- Santa Barbara, Chico, Rohnert Park, Sacramento -- and those give us an indication that there is a proliferation out into suburban and rural areas.

A good example came to my desk just this last week in which I've had a conversation with the Child Welfare and Attendance Director of the San Leandro School District. His responsibility is to interview any incoming students. He had, this September, interviewed a young man who had come in from Southern California from the San Bernardino area. This young man had mentioned to the Child Welfare and Attendance Director that his father was in prison, his mother had been killed, and that he had moved to Northern California to live with an older sister. The young man was placed in programs at a junior high appropriate for him. The records were asked for from the district in the San Bernardino County. When the records finally arrived 30 days later, much to this Child Welfare and Attendance Director's astonishment, this young man had been expelled from his district in San Bernardino in the month of March for violent activity and for gang associated activities on campus. And within the 30 days that he was in the San Leandro District, he had formed his own gang called the Hard Time Husslers. He had recruited 30 members within his own junior high school and was in full operation. They'd already had initiation activities and so forth.

So it is spreading and the fact that one youngster moves, it doesn't mean that it's just one gang member, that there is -- it's almost a seeding effect where more get involved.

Second evidence that we have that gang prevention is important is just the gang involvement in drug trafficking. We saw that also in the videotape. I think the critical thing is that we look at the influence of the Bloods and Crips gangs in Northern California and spread throughout the country is that they reach down into our elementary schools: 8, 9, and 10 year olds are being runners for these gang members. And so the gang involvement, although may be confined to the street, is into the schools as well.

The third area that tells us that there is a need for gang prevention has to do with our school crime statistics, and in the handout this morning there is some reference to the incidence of violent crimes. The most current data that we have totally available and analyzed is from the '87-88 school year, and we found at that point we had a total of reported crimes to California, 162,000. Sixty-five thousand of those could be classified as violent. And whenever we get those kinds of violent crimes, in particular homicides, we do a telephone follow-up to all school districts. We found of the 7 reported homicides confirmed to be school-related, two of them were gang-related on school campuses. So that gives us another need for prevention. Although small in number, certainly not small in impact.

And the fourth evidence that we have is from the Interschool Communication Council. It's a group of high school student body representatives, and they did a survey in 1988 and what we found is that 64 percent of those students in that survey said that they had witnessed gang activity on their own school campuses -- this would be high school -- and that 64 percent also -- could be the same or

could be a different 64 percent -- were very much aware of illegal drug activity on the school campus.

So the idea that although prevention -- or that activities at the high school level, if we're going to be effective we must target junior high and elementary schools for prevention activities. And I say that to you as a recommendation to very seriously consider the lower grades. It's not enough just to intervene at the high schools where there is a large problem, but we must begin at the lower levels.

Jack had mentioned about the School/Law Enforcement Partnership, and I'd like to take just a minute to describe that program to you, because that's one of the areas where we are being proactive with gang prevention. It was formed in 1983 and school safety is its goals. We have a part of that partnership, a cadre. And a cadre is a group of 106 professionals, half from education, half from law enforcement. They come to us representing all grade levels -- K through 12 -- and all types of community programs and law enforcement programs. We provide training and updating of information to those Cadre members. In return they donate to us from their jobs up to 12 service days. We then reimburse them to go out and assist local agencies to attack or to -- wrong word to use, but to address school safety issues. Thirty-three of those 106 members have some experience or some knowledge or some background with gang prevention or gang-related issues, whether it be substance abuse or drug and alcohol programs. So they are out providing service.

Now, within the last quarter of this year -- July through the end of September -- we have documented over 2,500 service contacts just within the first three months of this fiscal year of those Cadre members. Now, some of those are large group presentations and some of them are individual consultations. But it's impressive for us because we see that there is a need and also an outreach, and most of those outreaches have been within the months of August and September. So we hope to see that we will have extended much service throughout this year.

The Cadre also has participated in a program we have funded through the partnership for peer counseling, or for peer assistance programs or peer helping for -- peer helping peer programs. Last year we chose from the school crime reporting forms and the data those districts that were at the bottom, you might say. Those that had the highest incidence of violence reported or crime, at the middle grade level, because we felt that was kind of a threshold/transition time and an important time. And it was a hard position to be in of writing a letter "Congratulations, Mr. Superintendent (or Ms. Superintendent). You've been selected to participate in a program because of your high crime rates." But we felt very seriously and very concertedly that conflict resolution and peer helping peer programs do work and they do have to reduce the incidence.

Now, we're still in that first real full year of operation, so the data behind all of these good thoughts is still forthcoming. But we feel very firmly that they will have some significance in reducing the amount of violence on campuses.

The second program that we're doing, and it came about as a result of some legislation -- Senate Bill 2197 -- that was passed in 1988. It was authored by Senator Cecil Green, and it required us to develop inservice guidelines for gang prevention: How do you get school staffs

to be trained about gangs. We had a group come together in May and it was overwhelming. Over and over and over again we heard the message that we must address the issue of denial: Communities don't have gang problems -- even though they have graffiti and they have, you know, certain kinds of dress with the blues and the red colors in the community -- they don't have gang problems, is what these people had heard over and over again and had told us over and over again. And those not just in the community but it goes for the school site principal who will deny that he or she has a gang problem. And it goes through into the family. And Assemblymember Tucker, you referred to the idea of parents and questioning in that line. Not all parents are aware, or they have denied the fact that their child is involved with gangs.

There are three parts to the problem, and some of it can be done policy-wise, some of it can be addressed through legislation, or at least the idea that, you know, we have resolutions to kind of help us along or the right kinds of letters.

One is that there's a real unclear picture as to what constitutes a gang. Maybe it's part of the denial issue, but the idea that these are kids just in a social group, they're not part of a gang, and we need to really come to grips with a standardized definition that law enforcement and education uses consistently so that we know that we're talking about the same entity. And one of the recommendations out of this task force was that a gang is really two or more people who form an allegiance, and they have a common purpose, and they're going to be engaging in criminal activity. If they don't have all those components, they're not a gang. If they have all those components, they indeed are.

So that's something that we still have to address as a larger community, you might say, education and law enforcement.

A second part of the problem really comes to the fact that there is just a lack of knowledge within schools and within communities, and that has to do with the kind of dress, the kind of behavior, the kind of hand signs, what does the graffiti mean. The video talked -- and particularly in the south Sacramento area when one of the Sacramento County probation officers was interviewed about the BNG, how many people really know what that's all about. And even though I've heard it, I certainly know that if I'm convinced -- or not convinced, but fully knowledgeable of all of those different signs. There's a lot there.

The third message that that task force gave to us is that there is also on an adult's perspective a lack of awareness that we often enable behavior to exist. School site administrators for example enable gangs to continue and to flourish on campuses, if they see colors and they don't do anything about it; if they see on students' notebooks certain kinds of symbols and they don't do anything about it -- and I'm talking about the symbols for gangs, or for the different signs -- if there's graffiti that's gang-related and they don't do anything about it with graffiti removal, it enables gangs to continue to flourish.

So those are parts of the inservice guidelines that we will be -- hopefully being able to get out at least to the districts and hopefully have the resources to provide ongoing assistance to develop those kinds of programs.

The third thing that we're doing within the Department of Education, particularly within our unit, relates right back to the partnership. And as a result of AB 198, which was then massaged a bit with AB 1087, we are now in the process of awarding grants to schools, individual schools, to be as seed money to implement school safety plans.

And Jack alluded a little bit earlier about, you know, the school site administrator doesn't necessarily have in her or his mind the idea of what is involved with planning for school safety. And I think that was evident that when we went to look at the first round of proposals to go -- and taking a look at funding these hundred grants, that although we had well over 100 -- people say that they were interested -- when it came down to actually showing what their plan was, we had 48 that came forward to say they do have an existing school safety plan. That gives us the impression that there's a lot of work to be done to assist schools into developing what is a comprehensive school safety plan.

As far as the needs that I think we see overall -- again, could be addressed legislatively -- is the idea of some model programs that would include a curriculum and a parent awareness component and inservice training. What does this model look like? If indeed we're looking at curriculum, there needs very much to be a curriculum that approaches or is provided to all students, not just those that we think are in gangs but to all students. And I know that there's legislation that is still currently being considered about a model program.

It's very important that we target early, and that's clear with all of the numbers and the statistics; and that grades 3 through 5 seem to be the optimum time so as to be able to prevent involvement later on in gangs; and of course, any support systems that we have in the junior high and middle grades.

I think we have to be real careful of the kind of methods that are there. If there's a fear tactic that is given to young people about their membership or their involvement with gangs, we're using the exact same kind of technique that a gang will use to get a potential gang member into the fold.

We need to have in that model some very consistent approach and positive approach to discipline. We need to have an emphasis on how do you resolve conflict so that it isn't just acting out violently but that there are other alternatives of resolving conflict.

There needs to be the component of setting goals and achieving goals so there is a positive experience within school.

There needs to be a heavy emphasis in self-esteem. I see that in all the literature and I hear it over and over again from people who are out working with the actual kids in the classroom. Self-esteem is critical.

Belongingness. That is one of the components that is in that school planning guide that Jeff referred to: how do you get kids involved, whether it's after-school sports -- it doesn't have to be athletics as team sports but it could be intramurals where kids are not -- they're not (quote) "the jock" but still able to participate in some type of activity.

There need to be parent components within any of these models. And so that, I would say, is one need.

A second need is to make certain that there really are the resources so that we can deliver.

Our unit has, in the department, has consistently put in the budget change proposals (BCP's) for not only addressing gangs but we have been repeatedly denied each time when we submit BCP's. It's very similar to the \$70,000 for peer counseling. It's the same message that we get over and over again.

There is a need to help schools to develop school safety plans. There is intent language that was -- and chaptered in legislation this past session, AB 450. I've now lost the chapter number in my mind, but it was authored by Assemblywoman Marian La Follette. It needs to have the clout behind it. It can't be just intent language. There must be the follow-up resources.

Dr. Boysen alluded to a program that was in New York and that perhaps we also need to consider here in California, and that is what happens to the expelled student. I know that there are groups that have come together, Child Welfare and Attendance -- another hat that I wear -- and indeed, that group is very concerned in terms of where do we get kids into. If they're expelled to the street, what we've expelled them to is to their full-time job as to their part-time job, if they're a gang member involved with drugs. Expulsion to an alternative program is important -- it's critical so that we just don't have kids lost through the cracks -- for up to a period of one year. And that puts them so far behind and only reinforces the failure and involvement with nonproductive things.

It's a problem. All of these recommendations can't be done by schools alone, can't be done by law enforcement alone, can't be done by community alone. That's what the partnership has been expounding since the get-go, and it is a concerted effort. It's a monumental job at this point because we have allowed many times ourselves to get into that denial or into that "we'll do it tomorrow." We need to act now.

CHAIRMAN DEDDEDH: Ms. Weaver, to dramatize all this, is the Superintendent of Public Instruction calling conferences, visiting the different school districts, making speeches? Correct me if I'm wrong, but I have not seen Dr. Honig -- and this is not criticism. I want to see my Superintendent of Public Instruction come to San Diego and raise hell. I want him to go to Los Angeles and do the same thing. I want him to be visible in all this because all what you said is very well done. It's nice. It's good to hear. But I still want, as I usually say, I want to see my President do this, I want to see my Superintendent of Public Instruction come to San Diego and shake up the establishment. I want him to go to Los Angeles. I have not seen that yet. Next time you convey to him that that's what I said and I'll see him, I'll give him a call. I want him to do these things, because that's the only way you can dramatize it.

I want to see the Attorney General come up and down the state, not in a political context but just as the chief law enforcement agent in the State of California.

I do want to see this happen, because this is a problem that's bigger than all of us, and unless we try to tackle it now -- maybe it's too late, I don't know -- but unless we tackle it today, tomorrow, it's going to be so big that we cannot tackle it anymore.

MS. WEAVER: I agree with you. I know that both John Van de Kamp and Bill Honig have been our featured speakers at all of our -- well, not all, but many of our partnership conferences, carrying that message, but obviously not all throughout the state. We'll certainly relate those messages.

CHAIRMAN DEDDEDH: I'd appreciate that. And I am reminded of when you mentioned that we

have to define what a gang is, when Jerry Brown became Governor of the State of California, guess what he found? He found that we had authorized an expenditure of \$375,000 the year before he came to power. Guess for what? To define what an earthquake is. And after a study of about 4 or 5 months and an expenditure of \$375,000 and about four black books as a result of the study, it came to the conclusion with one sentence: An earthquake is when the earth shakes. For \$375,000. I could have told you that for ten bucks. For free. That's what they did.

So, you know, please, I know what a gang is, and when they threaten me or they threaten their neighborhood, when they create the problems, they're angry, they break the law -- they're gangsters. And unfortunately, they're young and they should know that they have broken the law and they're going to be punished. I feel sorry for them because I don't want to see them behind bars, you know, as young kids 13, 14, 15, destroying their future, destroying it completely.

MS. WEAVER: Nor do we.

CHAIRMAN DEDDEH: Okay. Mr. Tucker.

ASSEMBLYMAN TUCKER: Miss Weaver, I have a question. What would your definition of at-risk youth be?

MS. WEAVER: My personal definition is that any young person who has frequent contact with variables that are going to influence them. That's kind of a real general. But if indeed a young person is within a home or a community setting where drugs are the norm, then that young person sees that as the norm and so is at risk for that; if the young person is at risk educationally, if that person who is not advancing gradewise and so therefore would be subject to failure and eventual dropping out. So it depends on, for me personally, is that there are so many variables and it's a catch-all term that's being used over and over again -- at risk -- but it's those social conditions that do not nurture our full development so that we're not involved with counterproductive behaviors.

ASSEMBLYMAN TUCKER: Because I would venture to say that in today's society with the types of problems that we have not only in innercity but across also social boundaries, I would venture to say that if you're a youth in today you're at risk, you know, for some...

MS. WEAVER: We're probably all at risk.

ASSEMBLYMAN TUCKER: One way or another. My next question is there has been -- more than one person has alluded to the fact that we need to get more parents involved in their child's education. And Senator Deddeh has said that in today's society we have parents -- that both parents have to work in order to maintain the financial wherewithal to even live in the homes or the neighborhoods or go to school or to just survive.

There is a right of all citizens to serve on jury duty, where no matter what your job is, you can be called upon, and you're required to serve your 10 days and, you know, how many years, and you cannot be fired or, you know, terminated from your job because of that.

Wouldn't it also be a good idea if your child was at risk, where he was having problems, and the parent had to spend some time in the school with him -- not just come down, see the principal, but to sit in the school, in their classes, have some of the parents watch the playground area? Just you have to do that as a course of having your kids go to public schools. Would you not think that that would

be an appropriate, let's say, use of one's time away from work, where if we were to, let's say, try to mandate that any parent, if they had to come down to the school in order to try to turn their child around, could not be fired or disciplined at work?

MS. WEAVER: I personally embrace that whole concept, particularly if they're the safeguards of employment and so that they're not going to be set back either financially or punitively for whatever reason. And not just at -- if I use the definition "at risk" for all of us, I would say absolutely, because it really should be for all young people -- or all parents into the classroom, for whatever given days. I personally support that because I think it not only builds a closer tie but also gets parents actively involved in helping to educate their youngster, or to see successes and to reinforce successes. So you've got my vote.

ASSEMBLYMAN TUCKER: Okay. Thank you.

CHAIRMAN DEDDEH: Thank you very much, Miss Weaver. We get finally to Sweetwater Union High School District, Loren Tarantino.

MS. LOREN TARANTINO: Senator Deddeh and members of the task force, my name is Loren Tarantino, and I am the Project Manager for Gangs and Substance Abuse Intervention in the Sweetwater Union High School District. My colleague is Russell Rogers. He is the Supervisor of Attendance and Student Welfare.

I am pleased to have this opportunity to speak with you this morning regarding the influence of gangs in our schools, how the Sweetwater School District is dealing with this influence, and to provide you with suggestions as to what the Legislature can do to help school districts deal with this influence.

Webster's Dictionary defines school as "an institution for teaching persons under college age." Schools within the last 10 years have also become places where the influences of the neighborhood and geographic areas now coexist with the activities of teaching and learning. Foremost amongst these outside influences is the resurgence of gangs, drugs, and violence.

The Sweetwater Union High School District is the largest high school district in the State of California, serving 27,000 grades 7 through 12 students. The district serves the San Diego County South Bay communities of National City, Bonita, Chula Vista, Imperial Beach, South San Diego, and San Ysidro. The district consists of 73 percent minority population: 55 percent Hispanic, 10 percent Filipino, 4 percent Black, 3 percent Asian, 1 percent Pacific Islander, and 27 percent other White. Police services are provided by the incorporated cities of National City, Chula Vista, San Diego City and County Sheriff's Department.

Last year 40 percent of all students suspended in the Sweetwater School District were involved in fights. Non-attendance at school accounted for 33 percent of all males who dropped out of school. For the past three years, expulsions have more than doubled. The primary reasons for expulsion are possessions of drugs, weapons, and assaults on teachers and students.

Over the past year the following changes have occurred in the gang activity in our district:

First, we have noticed that gangs are no longer ethnically pure. For example, Filipino students are claiming Blood and Crip, as well as our Black students. White students have aligned themselves

with gangs of different ethnicities, and gangs no longer follow the traditional norms.

Second, gangs have become more violent due to the increased availability of guns and other weapons. Approximately 5 drive-by shootings have already occurred in the Sweetwater Union High School District school-related activities this school year.

Third, school campuses are no longer neutral territories. Gangs are claiming areas on campuses and wars occur when rival gangs move into their turf on campus.

Fourth, the gang mystique and/or influence is present on each of our 18 campuses in varying degrees. Many gang members, "wannabees", and associates have learned how to manipulate the school rules in order to ensure a secure hold on their turf. Much gang type activity takes place before and after school.

Fifth, non-students, trespassers, and loiterers often are the precipitating factors in violence on campus.

In May 1989 Sweetwater School District was awarded a \$200,000 grant from the Office of Criminal Justice Planning. That grant money plus the monies we receive from Drug Free Schools (this year's entitlement \$101,000) are being used to initiate a comprehensive approach for dealing with gang and substance abuse problems on our campuses. This comprehensive approach includes four components: prevention, intervention, diversion, and monitoring.

Prevention education is currently presented to students and parents throughout our district. The Juveniles Out of Gangs curriculum is introduced in our 7th grade Skills for Adolescence classes. The purpose of this program is to give young people a realistic view of gang life and to provide them with alternatives to joining gangs. The San Diego Police Department, in conjunction with the San Diego Unified School District, adapted the program from a curriculum developed by the City of Paramount, Los Angeles.

Skills for Adolescence is a one semester required elective for the 7th graders at all school sites in the district. This course addresses adolescence, self-confidence, communication, emotions, peer pressure, decision making, and goal setting. The program also includes a four-part parent seminar which parallels the student curriculum. And these seminars will be expanded to include information on gang and drug involvement. Teachers of this program have already received special training in the job curriculum.

In addition to the parent seminars through the Skills for Adolescence classes, the district is offering a series of parenting classes at the junior and senior high schools. Working with the Quality Education Program, Sweetwater provides opportunities for parents to become actively involved in their child's school. Parental involvement is an important factor in improved student achievement.

Intervention services are provided via referrals to and recommendations from our Student Assistance Teams. The team consists of teachers, counselors, administrators, other school staff and community agency representatives. This team has received special training on the recognition of gang and drug use, involvement and intervention, in those problem areas. Student Assistance Teams will then present information and identification strategies to their respective school sites. They will become the trainer of trainers.

It will be the site's responsibility to document inappropriate academic behavior, not diagnose treatment. As a result, community-based organizations will play an active role in our intervention efforts. Community service agencies will provide options for counseling services for those students and their families referred to the Student Assistance Teams. Support groups will be created for students and parents with the assistance of community service organizations. And I'm happy to see South Bay Community Services here and the Intervention Specialists, and thank you for being here.

Individual school sites have created a number of diversion opportunities for students who might otherwise choose gang involvement and/or substance abuse. One such opportunity is peer counseling. Peer counseling is offered as an elective class at most of the senior high school sites. This program trains teens to assist peers with a variety of personal and academic problems.

South Bay law enforcement agencies have assigned officers to assist school personnel in addition to their regular duties. Police will also be invited to sit on the Student Assistance Teams and provide diversion services for referred students. Specific agencies include Chula Vista Police Department, National City Police Department, San Diego City Police Department, and the San Diego Sheriff's Department.

Through continued staff inservice and gang and substance abuse identification and intervention strategies, schools will be able to monitor the gang and substance abuse involvement on their sites with more success than currently is happening.

In addition, a District Advisory Committee for Gang and Substance Abuse Intervention is currently being formed. Our first meeting is November 20th at 7 p.m. at our district office, and you're welcome to attend. The purpose and objective of the District Advisory Committee will be to advise the board of trustees on gang and substance abuse intervention matters, and review district gang and substance abuse intervention programs.

In addition to the above diversion activities, schools in Sweetwater offer many other components for students to stay out of gangs. Clubs such as SADD, the Say No clubs, cultural clubs, recreational activities, photography clubs, etc. are offered at most campuses. Extra-curricular activities in music, drama, athletics, academic decathlon, etc. as well as special events such as dances, plays, excursions, assemblies provide alternatives for many students.

What the Legislature can do to help school districts: Visibility of our local law enforcement personnel on school campuses during school and at-school activities serves as one of the best deterrents to misbehavior. This presence also serves as a "say no" excuse for many wannabees. We would like to suggest that the School Task Force program be given special attention during budget appropriation sessions. Additional personnel in this program is necessary.

Second, I would like to commend the Legislature on their approval of SB 1660. This measure increases the time that a trespasser can be banned from school ground to a full 10 days. We would like to suggest that future legislation increase this time to include the remainder of the school term.

Your presence here today is the first step toward the acknowledgement of the changing roles schools play in our society. It is no longer merely that of imparting subject matter. Let us suggest that education bashing come to an end, and encourage other components of society, family,

government, and media to share the responsibility for the problem that exists in society.

The California State Legislature must work with, not against, education in the state. The "we/they" attitude must come to an end. Trust must be established and the "gotcha" mentality must be eliminated.

Finally, there must be a commitment in terms of additional resources and personnel to meet the needs of the whole child. Students in emotional, psychological, or physical pain cannot excel in school. Additional social service programs to augment school services would be invaluable.

In order to address a broadly based community problem such as increased gang involvement in substance abuse, it is vital for all institutions of the community to work together. Through the combined efforts of the schools, law enforcement, community-based organizations, and the state and local governments, I believe we really can make a difference. And I would like to applaud your willingness to participate in this partnership for a safe and secure schools.

CHAIRMAN DEDDEH: Thank you, Ms. Tarantino. Let me ask you a couple of questions, if I may. One, would you please send my office an invitation to the meeting that you have on November 20th, and I hope that my time permits it. Either call -- I mean, you don't need to send an invitation. Call the office and if my time permits it, I'd like to sit on that one at least for half an hour or an hour to see what's going on.

You mentioned some more allocations of funds. I would like to be very honest and candid with you. With the passage of Proposition 98 now, and the passage of Proposition 99 where there are some funds from Prop. 99 that comes for education as to abuse, drug abuse and so on, Proposition 98, you take 40 percent of the budget of the State of California regardless, and whatever extra money we have you have a first crack at it. So I think it's very hard -- it's going to be very hard to sell, but we will try.

Speaking of parents being involved, what is the percentage of the parents that come to these meetings, or you think might come to the meeting that you would call to interact with the schools?

MS. TARANTINO: As far as our District Advisory Committee?

CHAIRMAN DEDDEH: Yes.

MS. TARANTINO: We placed an advertisement in the local newspaper and as a result, I've had over 20 phones calls.

CHAIRMAN DEDDEH: Twenty?

MS. TARANTINO: Twenty. Volunteering to serve on this committee.

CHAIRMAN DEDDEH: That's good.

MS. TARANTINO: That's very good.

CHAIRMAN DEDDEH: That's very good.

MS. TARANTINO: What we have also noticed is that through the increased efforts of the schools to bring parents to Back to School Nights, also the Quality Education Program out of State Superintendent Honig's wife's division, what we have noticed is a dramatic increase in the number of parents attending our Back to School Nights. Traditionally, secondary schools don't receive that much support. And this year, in many of our schools, it was not unusual to have a thousand or more

parents return for Back to School Nights on a campus.

CHAIRMAN DEDDEH: What's the percentage when you have your open houses?

MS. TARANTINO: That's our open house.

CHAIRMAN DEDDEH: Is that what -- open house? Thousand parents came for the whole district?

MS. TARANTINO: No, no, no. Per site.

CHAIRMAN DEDDEH: Per site. That's a tremendous...

MS. TARANTINO: Tremendous. In the past -- I've been in this district for 16 years, and it was not unusual to see maybe 200.

CHAIRMAN DEDDEH: I'm pleasantly surprised because I taught in Sweetwater and we barely had a handful of parents, and usually only the parents of the good students came to visit with the teachers, not the parents of the at-risk students. They never showed up.

MS. TARANTINO: And we are making a concerted effort to bring those parents together, and we're putting together another school community relations night in the Mar Vista areas and we're targeting specifically those at-risk students, parents, and we're offering child care through the assistance of South Bay community services. So we're trying to make it more accessible.

CHAIRMAN DEDDEH: That's very positive, and I appreciate that. Do you have any violence on school campus?

MS. TARANTINO: Yes, sir, we do.

CHAIRMAN DEDDEH: What are you doing to prevent that, or do you have security on the school campus or you don't?

MS. TARANTINO: No, sir, our district doesn't feel that that is part of their -- right now budget constraints and also the philosophy of the district is that security on campus should be provided for by the law enforcement agencies. Now, we have assistant principals who walk around with walky-talkies.

CHAIRMAN DEDDEH: I would have to disagree with the philosophy of the school district because if you took members of the law enforcement agency of Chula Vista or National City or Imperial Beach to come to your campus, then you are also risking the welfare of the community. So people would not stand for that, and I can understand their reluctance to allow that.

MS. TARANTINO: Perhaps maybe I didn't make myself clear. We have supervision on our campus. We have teachers assigned to supervision before school, after school, and at each of our breaks.

CHAIRMAN DEDDEH: But teachers are not trained for that. Teachers are supposed to be there in the classroom to teach, not to fill out forms, not to do all the crazy things that we require of them and discourage them from being teachers. And this is why I have some reservation about your school district philosophy not having some security on the school grounds. City schools -- San Diego City schools, they've got -- I don't know how many security they have, police officers -- in fact, they have a police department of their own now, almost.

MS. TARANTINO: I would like to invite you to perhaps address a letter to that issue.

CHAIRMAN DEDDEH: I may not address a letter to that issue, but I'm sounding off. I'm saying it publicly and I think -- I hope you'll pass that information to whoever has authority to make that appointment. If need be, I'll mention it to the people who have the power to do that, because I think it's not anymore a matter of philosophically -- we agree philosophically. We are a school district -- a nation at risk. We are at risk. And I worry about the safety of the youngsters on your campuses, I worry about the safety of your staff, I worry about the safety of the teachers. I'm married to one who taught for 41 years, and 28 of those years were taught at Sweetwater. I don't think I would tolerate any danger coming to the welfare of a teacher or a staff or a fellow student because philosophically we shouldn't have a visible security guard on the campus. That's just not practical.

The real world in which we live is telling us that there are problems out there. That's the real world. Now, the philosophical world is a different story. And I care personally so deeply about Sweetwater High School District, to show you my bias, because everything I have right now is owed to that district that hired me 30 years ago, and I'm forever grateful to it and I care about it, I care about its well-being and welfare, and I defend it quite a lot and I will continue to do so. But where I may disagree respectfully with the leadership or the board, I think I would disagree that they should seriously consider having security guards on campus, especially their football team -- football nights, especially that.

Mr. Tucker? This is a school where I taught, where my wife taught. That's why I care about it.

ASSEMBLYMAN TUCKER: I gathered that.

CHAIRMAN DEDDEH: Yes, I do. Mrs. Tarantino and her husband both worked for that district, and her husband is not only a teacher but he's also a school board member in another district that I represent. So it's both ways.

It's a pleasure having you, and we are going to take a break for 15 minutes that we should have taken about half an hour ago. So stretch your legs and so on and come back.

(BREAK)

CHAIRMAN DEDDEH: Next we have a man from OCJP, Chief Public Safety Division, Patric Ashby.

MR. PATRIC ASHBY: Good morning.

CHAIRMAN DEDDEH: Good morning, sir.

MR. ASHBY: Senator Deddeh, first of all, I guess I'd like to say to you that as a law enforcement official and also as a citizen of California, but mostly as a parent of a 14-year-old daughter and an 18-year-old son, I thank you for your continuing support and devotion to this issue. Also, our appreciation for inviting the Office of Criminal Justice Planning to be a part of your hearing today.

I went through my testimony and was trying to pull out parts of it that you've already heard about but I found it became so disjointed that...

CHAIRMAN DEDDEH: You can summarize if you want to.

MR. ASHBY: Obviously, as you've already heard and as the video presented well, the statistics are showing a tremendous rise and an increase in gang activity, and almost all of it's drug based. One

of the things that you would note in there that just up to September 6th of 1989, Los Angeles County experienced 350 gang-related homicides this year. So they're projecting out probably somewhere in the neighborhood of 518 homicides before just the end of this year.

What we're finding is that the combination of the saturated drug market and also lower prices and the stiff competition is causing gangs to have a lot of movement around the State of California. And as a previous speaker presented to you, they're showing up in Chico and Paradise and Redding and San Diego, and just about anywhere in California, as well as Washington, D.C., or Seattle, or Alaska, we're finding California gang members that are associated or involved in drugs.

Also, gang violence of the crime-related incidents relating to gangs is increasing at tremendous proportions, and certainly schools are not exempt from this violence and the tragedies of gangs. And in fact, the threat of gang violence is centered around its encroachment in schools and beginning in the primary grades.

The Office of Criminal Justice Planning has implemented many programs which can assist in mobilizing the community as a whole to reduce gang violence and its destruction in schools, family life, and the community. These programs include the Gang Violence Suppression Program, our Suppression of Drugs in the Schools Program, and the Comprehensive Alcohol and Drug Prevention Education Program.

The Gang Violence Suppression Program is comprised of five components of the criminal justice system. Those components are law enforcement, prosecution, probation, community-based organizations, and education; and the primary focus of this interagency concept is to return the streets to law-abiding citizens and mobilize communities against gangs and drugs.

The education component, which is an integral part of our gang violence suppression effort, is designed to address the lack of parenting skills and learning skills of gang members and their families. It is also directed at young people who are at risk of becoming involved in gangs to teach them to resist early involvement. Overall, the education component has the task of influencing gang members and their affiliates to change their destructive lifestyles through various aspects of public education and providing them with the skills to maintain those changes.

This component also provides prevention curriculum to discourage and redirect gang attitudes of students entering middle and high schools. One project that is currently funded by OCJP is the Orange County Office of Education Anti-Gang Curriculum Program. This program will result in the development of a gang violence and drug curriculum model to be used throughout the State of California. Currently, much of the curricula in existence has failed to capture the needs of the community they are serving. They have also failed to address the cultural diversity of the communities that are emerging within the state, such as the Pacific Islanders, Native Americans, and Asian cultures. The curriculum designed by the Statewide Gang Violence and Drug Curriculum Project will be ethnically sensitive, address both gang and drug issues, be adaptive to each community, and incorporate social skills, self-esteem, goal setting, and other personal development skills. The program is scheduled to be completed June 30, 1990 and that goal is that the curriculum will be flexible enough to be adapted to each community in the State of California.

Prevention and intervention are important aspects of the Gang Violence program and are evident in our schools. School resource officers, counseling school dropouts, graffiti removal, and encouraging participation in alternative non-violent activities are the key elements of our prevention and intervention programs that are found in schools.

Additional prevention component activities include vocational training, job placement assistance for gang members and potential gang members, and working with parents, students and teachers to increase their awareness of gang activities and behavior.

We go on in the testimony to discuss the Sweetwater, which you've just heard about. I didn't realize what your personal affiliation was to Sweetwater, but actually, when they sent their application to our office, it was the number one proposal that was funded out of our office, and it seems to be very successful and is moving along very well.

Besides that, in 1988 eight local school districts received OCJP funds to implement education component projects of the Gang Violence Suppression Program. The education component established a very strong and visible working relationship with other areas, especially with nonprofit organizations on prevention and education activities.

A few of the accomplishments during the '87-88 fiscal year -- 497 teachers were trained in 128 elementary schools and middle and high schools. As a result of the training program, 170 schools now prohibit the display of gang colors or symbols and the wearing of gang attire. Gang graffiti removal or anti-graffiti programs have been implemented in 154 schools. An additional 2,938 teachers and school administrators have been trained in gang identification and behavior. School anti-gang policies have been presented to 147,000 students, and we have 27,933 students participating in gang prevention activities that address the gang/drug relationship.

Drugs and gangs are interrelated, as you've heard from everybody here and as you already know. Our office funds about 700 programs throughout the state and we have about \$100 million that go into those programs, and whether we're talking victims programs or our law enforcement side, drugs run through all of those programs.

In 1989 the Office of Criminal Justice Planning received \$20 million to implement the Comprehensive Alcohol and Drug Prevention Education Program (or CADPE). We are doing this program in conjunction with Alcohol and Drug Programs Department and the State Department of Education. Through this program, every 4th, 5th, and 6th grade student in California public schools will receive instruction on the dangers of drug and alcohol use, and build the necessary skills to resist drug involvement and make positive life choices.

At the local level, the program will be coordinated by the county superintendent of schools who will develop, with the assistance of a multi-disciplinary local coordinating committee, a comprehensive county-wide plan. School district level assessments will assure that the curriculum will be tailored to the individual needs of the specific community. Required components of the program are the involvement of law enforcement agencies in all aspects of the program; parent education, particularly for parents of at-risk kids; training for school faculty and administrative credentialed and noncredentialed school personnel; early intervention activities including

identification of students with high risk or chronic drug or alcohol abuse problems; assessment referral for appropriate services and ongoing support services; and the involvement of school, law enforcement, and community members to ensure coordination of the program services and institutionalization of the program.

CADPE is a component of our Drug Suppression in the Schools Program which the Legislature created in 1983. The program targets students in grades kindergarten through 12, and supplies the framework for coordinated efforts between law enforcement and education. Both our CADPE and DSP programs provide a basis for implementing prevention education curricula statewide, and benefit to our schools, students, and communities is done through the cooperation and coordination of all the segments of the community.

Another OCJP program which strengthens the fight against drugs is the Anti-Drug Abuse funded by the federal government. In the San Diego area alone, the Anti-Drug Abuse federal grant program has channeled \$1.5 million into efforts to reduce the number of juveniles using, dealing, and trafficking in illegal drugs. The temptation to use and deal is unbelievably strong, as you've heard here today, and by serving as a soldier or a lookout to a drug dealer, a small child can net as much as \$2,000 per week. The lure of the money is great and can hook a small child into the dangers of gangs and drugs. The anti-drug project here is directed toward juveniles who have already made the choice to become involved in illegal operations. However, it recognizes the need to place serious sanctions on first-time offenders. In this way, some of these youth may alter their behavior and attitudes during the incarceration through treatment and educational programs within an institutional setting.

OCJP works closely with the California Council on Criminal Justice, and was involved in coordinating hearings conducted by the CCCJ in 1988 that further demonstrated the link between gangs and drugs. Throughout the public hearings, the CCCJ's Task Force on Gangs and Drugs received testimony on the need for coordinated statewide effort in providing gang and drug prevention education starting in kindergarten. The Task Force issued recommendations for the Legislature, educators, law enforcement officials, and community members addressing ways to ease the problem of gangs and drugs. Throughout these recommendations, one theme is evident: the need to work together as a community to create a nonviolent environment in our schools and our neighborhoods.

In February of 1990 our office is cosponsoring, with the Los Angeles Interagency Task Force on Gangs and the California Council on Criminal Justice, a statewide conference for community mobilization against gangs. The purpose of this conference is to provide training to community-based organizations and public agencies on strategies and methods for mobilizing the local community against the problems of gang violence. It will bring together professionals from community-based organizations, law enforcement, probation, prosecution, and education; and represents the kind of cooperative efforts that are needed if we are to reclaim our streets and schoolyards from gang members and drug dealers.

I might just add on to here that because we felt your focus today was on schools, that's what the testimony is focused on. But our office also provides a lot of funding on the enforcement side, on

prosecution and apprehension of drug dealers and gang members also.

CHAIRMAN DEDDEH: Where is this conference that's going to be held in February going to be held? In Sacramento, or where?

MR. ASHBY: No. It will be in Los Angeles.

CHAIRMAN DEDDEH: Los Angeles?

MR. ASHBY: Yes. At the Marriott Hotel.

CHAIRMAN DEDDEH: Okay. I'd appreciate being notified -- my office being notified of that. I may be able to attend. I'd like to hear that.

Also, I guess if you have these kids involved in drugs and so on, as long as there's market for consumption, there will always -- we will have this problem. Until we stop the insatiable desire for the use of drugs, we are not going to put this problem away. It's not going to go away.

MR. ASHBY: Absolutely correct.

CHAIRMAN DEDDEH: I think that's probably the summarizing of the stuff from all the hearings that I have had. Mr. Tucker for a question? Thank you very much, Mr. Ashby. I see Mr. Burt is here.

ASSEMBLYMAN TUCKER: Excuse me just a minute. I would like to ask Mr. Ashby if he would also notify my office when that conference is going to take place.

MR. ASHBY: Definitely.

CHAIRMAN DEDDEH: Our next witness will be -- there are two more witnesses: South Bay Community and Mr. Burt from San Diego District Attorney's. South Bay Community Services.

MS. KATHY LEMBO: I'm Kathy Lembo and I'm the Director of South Bay Community Services. Today I have with me some young people -- well, younger than any of us -- who are currently working with our agency in providing prevention and intervention services to young people who are at risk and/or involved in gang activity.

I have a few ideas and it seems somewhat simple to me: If we want to do something for our young people, especially the ones that are school age, on how to prevent them not only from gang activity or illegal activity, is I think we ought to take better care of our kids. We take 13 and 14 year old kids who are abused and neglected and turned out on the streets, Child Protective System does not respond to them at that age, or we expect these children to be well behaved living on the streets of our cities.

I think of a young boy in the California Youth Authority today who at the age of 14 parents moved to the Phillipines and left him in San Ysidro. He found out when he came home from school one day. He had nowhere to live. He stayed on the streets. He robbed to survive. He got A's in school the whole time. He sits in the Youth Authority today because he shot an old woman robbing her house. You may say that he deserves to be locked up for that, but I'm not sure that young man would have ended up that way had his parents not left him and the system did not respond to him.

So I think the Legislature can look at our institutions and Department of Social Services, Child Protective Services, and see where we are producing those kids that law enforcement has to then put up with and the schools. But these young people can tell you better than me.

CHAIRMAN DEDDEH: See, we have a responsibility too as legislators. We have responsibility to the public at large. I understand from a sociological point of view that that kid probably would not have been in trouble had he had a better home life and parents to go to and somewhere to eat and sleep and so on, but that still is no excuse for somebody to deliberately break the law, notwithstanding the fact he needs to eat, he needs a place to sleep -- notwithstanding that. Society has also a responsibility and we, as elected representatives, have a responsibility to protect that society from those who break the law, for whatever reason they break it. Now, it's not our job to sit as a judge and a jury. That's somebody else's job. But our job is to make sure to tell these young people, you know, keep clean, otherwise if you break the law, you're going to go to jail, you're going to wind up with a bullet in your head, you're going to wind up destroying your future. And we recognize the problem. We recognize the family problem.

MS. LEMBO: I don't disagree that we need to lock up people and children, and I hate to say that, who break the law. But I think we also need to protect our children, and we're not protecting them.

CHAIRMAN DEDDEH: Absolutely. Absolutely.

MS. LEMBO: I personally can call Child Protective Services on a 13 or 14 year old abused kid whose parents are physically abusing them, and they will tell me and they will tell my staff over the phone, "We don't have services for teenagers," and that teenager ends up on the street. And teenagers that end up on the street, they're going to commit crimes, and then it's going to cost society a lot more because we are going to have to lock up that person because they commit crimes and we need to protect society from people like that. I'm saying is if we could take care of the kids at the beginning, we might not have as many in our systems.

CHAIRMAN DEDDEH: You want one of them to stand up and testify and say a few words to the committee?

MS. LEMBO: Yes.

CHAIRMAN DEDDEH: All right. Which one do you select? Okay.

MS. RAQUEL PALACI: I'm Raquel Palaci. I've recently graduated from high school, just last year, from Montgomery High in the Sweetwater Union High School District. What I saw there at that school was that a student would have to go in there and have a certain kind of attitude in order to fit in. Everyone is in a certain clique or group.

In 1987 I was just becoming aware of the Crips and Bloods. A friend of mine came up to me and said, "If someone comes up to you and asks what you claim, which gang that you're in, say that you don't know, or act dumb." That kind of scared me, because she told me of a friend that had his jaw broken from a group of gang members, from the Crips gang, and I've lived in that area, in South San Diego, for 18 years.

I've been exposed to gangs, especially the Hispanic gang that's down there. I've seen knives in front of my house and hypodermic needles, a drug house is just right across the street, people going in and out, fights, police officers raiding the houses, and one thing that I feel that should be stressed would be involvement. No one got involved throughout those years because they were afraid to.

When I found a hypodermic needle, I wanted to call the police. My parents said no, don't, don't get involved, you might get hurt. What should a 10-year-old person do?

Now, I've recently been hired by South Bay Community Services as a gang intervention specialist. What we do is that we -- the Student Assessment Teams from the Sweetwater Union High School District refer us -- refer the people to us, the kids, and the typical student that is referred to the Gang Intervention Specialist would most likely be a teenager from a low income, single parent or dysfunctional family, and possibly have older siblings who are involved in gang or criminal activity. Students may be exhibiting one or more of the following, such as truancy, poor grades, disruptive behavior, violence, or association with known gang members.

Our objectives are to work directly with the caseload of a total of 400 students over a 12-month period who are considered to be at risk. We will try to hinder them from being -- from getting into a gang. Services provided will be family and individual counseling, youth assistance, and tutoring. We will try to improve the parenting skills of 50 parents through the provision of skills training. There will be a minimum of four community meetings that will be held to educate parents and community members about gangs and how to keep children out of gangs. There will also be a minimum of four recreational cultural activities that will be provided, and right now, I'm currently involved with Project Hopes Gang Symposium, which we would get students -- invite students from the Sweetwater Union High School District together in a symposium and have them think of solutions: what they can do in their schools, how they can prevent gang involvement or drug involvement in their schools.

Also, our last objective is to try to establish self-help support groups for parents.

CHAIRMAN DEDDEH: Let me ask you a question. You saw the video -- you were here when we saw the video.

MS. PALACI: Right.

CHAIRMAN DEDDEH: Would that be helpful to you to show it in the schools to some of those at-risk students or other students?

MS. PALACI: Yes, I think it would be helpful. There are other videos that, like this one, that can be addressed to the students, and I feel that they will be helpful. Also, gang presentations about gangs and drugs would be helpful.

CHAIRMAN DEDDEH: All right. Do you go to school campuses to speak to students, to interact with students, or you don't, or the students come to you? What do you do?

MS. PALACI: I will be doing visitations...

CHAIRMAN DEDDEH: You will be? You will be.

MS. PALACI: I will be going on campuses.

CHAIRMAN DEDDEH: Okay. Mr. Tucker, do you have a question?

ASSEMBLYMAN TUCKER: I just have a question. What would you say to a 13, 14-year-old boy, let's say, who comes to you or is sent to you because they are -- there's a high propensity that they will soon become a gang member -- what would you say to that person if he tells you I can make \$2,000 a week selling drugs; why should I get a job at McDonalds flipping hamburgers for \$3.50, \$4.00 an hour; it doesn't make any sense -- what would you tell the youngster?

MS. PALACI: I would try to tell him about -- I would question him about his morals, which I believe that is a moral problem, and I would question him about that. I'd try to suggest other ways for him, that there are other ways for him to earn a living, earn a decent living, other than selling crack, cocaine, on the streets. It's hard for me to say, to tell you what I would say. I've never been in that position, I haven't been in that position yet. It's just hard for me to say.

ASSEMBLYMAN TUCKER: You see, the reason why I ask is because kids are one of the most adaptive and I would say brightest group of -- you know, in our population. Now, as we get older we tend to think, because we've been to college and because we've been out in the real world, that we have all the answers or we know all the smart ways to get around things, but kids will be able to pick up on lies and on hypocrisy a lot quicker than you may think they can. And if you were to ask a kid about morals, when we're talking about money, kids can see -- they'll be able to tell you that, for instance, what insurance companies are doing and red lining in order to make money. It's not necessarily the moral thing to do, but they're making money, and that's what everyone in this society relates to -- money: what you can buy and what you can't buy if you don't have it. The American dream is to have money, get a house, raise a family, where many of those kids are blocked from access to the dream because they can't see how they will get a job good enough in order to get the type of money needed to get their house and fulfill their dream, where you have the kids using illegal activity as a way to get that type of money. And they'll tell you -- you can talk to a youngster who's just been arrested, he may have \$15,000 or \$16,000 in his pocket and he'll say, "How much do you have?" And he'll ask you, "How much did you make last year?" And he'll tell you he made five or six times that much without having to go through any of the problem and with working probably one-third the amount of time as you did. And they will tell you it's all about money. Well, how can you tell them and convince them that well, gee, true, you can make 400 times the amount of money that you can make on an honest job at an entry level, but you really have to put all that wealth and the fancy cars, you have to put that aside because you have to start at the bottom and you have to work your way up. It's going to be real hard to convince a kid of that.

CHAIRMAN DEDDEH: The young man has an answer to that, if you would step aside. State your name, please.

MR. FRANKIE VASQUEZ: My name is Frankie Vasquez. I'm an ex-gang member. I just moved out here from East Los Angeles, and I would like to answer your question.

ASSEMBLYMAN TUCKER: Sure.

MR. VASQUEZ: You've got to understand that these kids want to be recognized, okay? You wear a beeper, you wear gold, you want to be recognized, and you want to be recognized by other people. The way I think about it, and I wish it would have happened to me when I was younger, is something that somebody will show me so I'll be recognizing a different thing, and I think sports would be one, a great thing, or maybe a vocational program where we can have a car and work on a car. You know, the Latinos and the Blacks like to work with hands, you know, try to show, you know, how well can you paint this car or how well you do body work, you know, and show how well the Black does it or how this side of the street does it and how does this side does it. You know, those kinds of

things like that.

I spent 3 years of my life in prison, you know, and I know, okay? I just moved out here. It's very different out here in San Diego compared to East Los Angeles where I lived. I just want to help. I'm just ready to go and help.

CHAIRMAN DEDDEH: You still haven't answered Mr. Tucker's question. What would you tell that kid who will tell you I'm making \$2,000 a week, I don't pay taxes on it, it's all in cash in my pocket; why should I take a \$3.35 an hour job at McDonalds? That's what we're trying to do. What will you tell them? How do you convince them not to belong?

MR. VASQUEZ: Basically, when he tells me he's making \$50,000 a year, or a day, I would tell him, are you happy with it, okay? Are you going to be able to spend that money in a happy way? Are you going to be able to walk the street that you want to walk or go buy a pair of shoes in this neighborhood that sells these pairs of shoe? You know, are you going to be able to do that? And I know for sure that they're going to say no, because you have \$50,000 but you have a square, a square that you can only walk four ways. So what's the use of having \$50,000? See, we've got to make these kids understand that, okay?

ASSEMBLYMAN TUCKER: Yeah, and that's the key that the young kids have got to realize that you may be able to drive in that little square or your little neighborhood in your Mercedes or your Porsche, but you can't bring that outside of your neighborhood because they're going to get you.

MR. VASQUEZ: That's right.

ASSEMBLYMAN TUCKER: And when young kids see that -- in my district, we have a lot of gang activity and you'll be, let's say, rear-ended by a carload of kids that are driving a brand new Mercedes, and they'll get out of the car and leave it and just run away because "A" they don't want to be arrested, and "B" they can just go buy another one. And when kids see that, that they have that type of money, that's a lot of status and that's a lot of power and it's a lot of drawing power for those young wannabees. And it's trying to get to those kids and say you may be able to buy anything you want to in this neighborhood, but you can't keep it; sooner or later we're going to get it. That's the message that I think the young kids have got to learn.

MR. VASQUEZ: I think they don't have no freedom and they don't know what freedom is, and that's the way I felt.

ASSEMBLYMAN TUCKER: Yes, but they don't feel freedom without it now anyway because they think they are in a no-win situation. They think they won't get a job because of the high unemployment. School is not necessarily the way to go because they can't relate to it, whether or not it's their problem or the institution's problem. So their easiest acceptance and the easiest line to go would be to go into the gangs because that way they can get now what it is that their parents couldn't get. And a lot of times you'll have parents that'll look the other way as long as the kid will continue to give them money to pay the rent, to buy groceries. We have parents in Los Angeles that when their kids get arrested, they'll go down and say well, excuse me, that \$14,000 that he had on him, that was my grocery money. Well, we all know that's not true, but you've got a lot of parents that are buying into that because it's going to allow them to move up a little bit, or it's going to allow them to

be able to enjoy some of the benefits of what their kids are doing.

MR. VASQUEZ: We recognize that.

ASSEMBLYMAN TUCKER: And I'm just saying that we have to try to see if we can't get those kids to realize that you're not escaping, you're actually putting yourself into a bigger hole and you're setting a trap for yourself, what you do now.

CHAIRMAN DEDDEH: The next young lady, she wants to have a comment.

MS. SHEILA ZAMORA: Hi, my name is Sheila Zamora, ex-gang member, too. What I would tell a kid who told me he makes that much money in a day, I would tell him that, you know, having all that money is okay but then you always have to watch your back, and, you know, you don't have freedom having that money because, like, if you have a job, you could spend that money on whatever you want. But then, if you have that money and being a drug user or a dealer, you have to spend it on some of your drugs too and not the things that you want to spend it on. So that's what I would say to them.

CHAIRMAN DEDDEH: Where did you go to school?

MS. ZAMORA: Do I go to school?

CHAIRMAN DEDDEH: Where did you, or do you still go?

MS. ZAMORA: No, I graduated.

CHAIRMAN DEDDEH: What school?

MS. ZAMORA: Summit. It's a court school.

CHAIRMAN DEDDEH: Okay. Anybody else there? I want to thank you very much, all three of you, for appearing before this committee and testifying. It takes an awful lot of courage on your part. And I commend you. I commend you very much for knowing what the real world in which we live in is and to try to make a little improvement in it, and that improvement is appreciated by the community in which you live, by the State Legislature, by the government of this state, and so we appreciate you. And when you come clean, even though you may have committed a sin or two before, the society in which we live is willing to forgive you and embrace you again because you are a valuable asset in our society. We cannot afford to lose people like you. We cannot afford that. And the other side of the coin is if you don't, you're going to wind up, like you said, watching always behind you. You're going to wind up with a bullet in your head or behind bars, and you destroy what otherwise can be a beautiful future as a husband, as a wife, as a mother, as a professional. You're young. I'd give my right arm to get back to be at your age again. I can't do that, you see. I cannot do that. So I want to thank you publicly for having the courage to come before the committee.

Now, our last witness was supposed to have been here with us at 11:00 -- we're a little bit behind. Mr. Burt, Keith Burt, is from the San Diego District Attorney's Office in charge of gang activity and prosecution and all that. Mr. Burt, you have the floor.

MR. KEITH BURT: Thank you. I don't have prepared remarks.

CHAIRMAN DEDDEH: You don't need to.

MR. BURT: As I spoke with my colleagues, people who work for the school police, school task force, probation department, our JUDGE unit, which stands for Juveniles Drug Gang Enforcement

Unit, which focuses on juveniles, primarily school-age students, that are gang oriented and involved in drug trafficking.

It became apparent to me that there is very little interaction between the prosecutor's office and the school system, other than in two areas, and one is prosecuting those cases that raise to the level of prosecution or find their way to that system even if they are at the level. Sometimes they don't get there. Did Alex Rascon speak this morning? I know he was -- Alex Rascon?

ASSEMBLYMAN TUCKER: No.

MR. BURT: Mr. Stark. Okay. The second way is providing training. I have personally provided training for both school staff and students with regard to recognizing the gang problem and developing solutions and fostering further training. We have met with the administration, and I mean upwards of 400 to 500 principals and vice principals at a time, and major presentations where we do the whole song and dance, slide shows, and paraphernalia and all that sort of thing. I personally also do a lot of training of prosecutors and law enforcement officers nationwide.

But none of that really focuses on the problem of what to do about the gang violence in the schools within San Diego with regard to an interaction between the prosecutor's office and the schools.

Gang violence in our system has increased dramatically in the past year. That is, at least that is reported. We've always been aware of a fair amount of gang activity. Gang activity in the schools, of course, is not new but it is a relatively new phenomenon in San Diego County. What is particularly new is the impact, the major impact that the gang phenomena is having on traditional school activities and school policies.

We have had to institute dress codes that we used to have when I went to school in San Diego that were abolished somewhere along the line. Restrictions upon certain types of paraphernalia. And we find that these gang incidents are primarily recognized more today because of the training. They may have been going on all the time.

What we find is that many people see the schools as having a responsibility to prevent or redirect gang orientation among our youth, and I find that whenever it is couched in those terms, a great deal of controversy and divisiveness evolves as a result of personal or philosophical perspectives as to the school's role in society. I tend to project it more as an opportunity that the schools have to prevent or redirect gang orientation within the students.

My wife is a teacher, and she went back to teach at my alma mater when I first got out of law school, and it was a Title I school that had a lot of federal funds available for all types of programs and field trips and training opportunities for students. I said, well, why don't you make use of some of that money, because apparently the school wasn't using it. Take them on a trip. I mean, San Diego is great. You've got the wild animal park, you've got Scripps Oceanographic Institute, the park, the zoos, the beach, dairies. You've got a lot of things to expose the students to. They put papers in a hat and they wrote where they wanted to go. Ninety percent of the students wanted to go to Oceanview Park. Oceanview Park is where the gangsters hung out. And what that pointed out to me -- it was confirmed later, some seven years later when I began doing gang prosecutions, which

I've been doing for the past eight years -- is that part of the response to Mr. Tucker's question about what you would say to a kid who says I can take \$2,000 a day and live happily ever after. Part of the response is of course, well, show him that he's in a box. The problem with that response is -- and I've literally talked to hundreds of gang members, be it in my office at 3:00 in the morning or the street and, you know, they live in that box. That is their world. Their world is circumscribed by what we described earlier, or had described by these former gang members. That world that they live in, they don't know what's beyond that world. I've have kids 11 years old live in San Diego County never been to the beach. They don't even know what a beach looks like. They're 5, 10 miles from it. Kids that don't know what a wild animal park or a zoo really is. We think that sounds ridiculous but I talk to kids like that everyday. I see dead kids in the street and the first thing that goes to my mind is did this kid ever think about taking a trip to Europe, Japan, even across the border to Mexico? Some place relatively close. Canada. Did they ever think about how much fun math can be? Well no, because it's so foreign and abstract. It's outside of that world that they have.

Before you can sell students or potential students or dropouts on the idea of getting the job that pays less money and has different types of headaches -- I mean, being a gang member has its own headaches. You've got to watch your back all the time. You're ducking and dodging. People want to rip you off. Before you can sell that to some kid, you have to sell him on the fact that there is something more fulfilling in life to start with. You can't sell him on a program that's going to make him less money if he thinks that money is where it begins and ends. He has to recognize and believe and aspire to a life that provides him with wealth beyond financial wealth, and it's very difficult to instill that in somebody whose world is so circumscribed.

What schools have the opportunity to do is to expand the horizons of those students before they get involved deeply in the gang milieu because then they don't want to expand. And what that means from the legislative point of view, I think, is legislating more dollars into gang prevention programs at an earlier stage.

In San Diego we have the JOG program (Juveniles Out of Gangs). It is well respected, highly touted by everybody who's been involved in it, but I believe it's in the 5th grade -- maybe it's 7th or 8th grade, I'm not sure -- but everybody always says that, two things: One, it needs to be started earlier; and two, it needs to continue. The benefits gained from that program kind of go to waste if they're hit briefly one year and then it's gone.

So I would leave it with the fact that the prosecutor's office is generally looked upon by the schools as somebody you don't want to get involved with because of the competing interest and the privacy of the student versus the right to have a safe learning situation. And whenever you bring a student into a formal setting where he learns to deal with the adult realities of a courtroom and a lawyer representing him, you take him one step further from the idealic perspective that we have of children growing up unharried and pressed by the realities of the world and giving them the opportunity to use their minds creatively in a more imaginative way than figuring out how you're going to scam the cops or make a buck and keep your bucks.

Any questions you have, I'll answer them.

CHAIRMAN DEDDEH: Well, I really don't have any questions, per se. I personally would like to see much more interaction between your office, Mr. Burt, and that of the schools, because eventually, those who break the law in that category of gang, gang violence, wind up being prosecuted by your office.

I think we all agree that prevention is probably the best medicine we could have. There's no question in my mind. I know you and I know the slogan "A mind is a terrible thing to waste," and it's a terrible waste to have young people like these that, thank God, they have seen the other side of the street and they came back to us. But it would have been a waste of their life and their future if they had continued in whatever it is they were involved in.

As a legislator, let me ask you this. Have we in the Legislature done enough, or do you need more tools? Not prosecutorial tools, but tools that would help you work with the school districts. And if we haven't, what do you need? What do you recommend?

MR. BURT: Probably there is more that we can do, because as I said, last night it became apparent to me that there isn't sufficient interaction and I can probably attribute that to lack of time. But there are a number of community-based agencies and programs within the school system that are role model oriented. And perhaps there could be some incentive legislatively to promote such programs.

Now, I think they're very effective and they bring in people like myself and other people that are in the work force, particularly in jobs like mine that are foreign to the public at large. Unless you're involved in the criminal justice system, you have no idea -- most people don't -- what a district attorney does. There are many, many aspects of our job that are a little more community oriented than most people perceive, and I would think that perhaps some way of officially recognizing and/or promoting such programs, and I certainly haven't taken the time out to think of the mechanism to do that, that might be beneficial in enhancing the interaction.

CHAIRMAN DEDDEH: Well, you know where we are if you should come up with some program or some suggestion -- you know where we are -- and you could reach us, and I hope that you do that.

My next question, and probably the last one, is do you or your staff go out into the community, to the schools, to the high schools, junior high, to alert these young people as to the consequences of them being involved in drugs, drug abuse, gang, gang violence -- what are the consequences? Do you have enough staff that would do that?

MR. BURT: We do do that. We don't have sufficient staff because our primary function being prosecution, we find that as of late with the increase in activity, there is an increase in court time. But when we set this particular unit up, one of the primary aspects of it was to go out into the community and do pro-active work. That has been, I think, extremely effective considering our population, the number of gang members we have, the constant influx of gang members from Los Angeles, plus the advent of the raw cocaine trafficking. Our problem has remained relatively stable compared to other areas of the country.

And I think that other agencies -- we've always defined it as a community problem, a total community problem, as opposed to a police, probation, etc. But other agencies and the schools have

acted fairly well. In fact, in San Diego the probation department has had specific probation officers funded by school budgets to have a person on campus. I know of two or three districts that have a probation officer who is in essence like the counselor and somebody that provides that type of a service, and they are a little better equipped to do it given their status, because they're not quite this far to the right as far as law enforcement and they're not way over here on the side of the community-based agency. They're somewhere in between because they have a direct contact with both the community interest from the perspective of the probation and/or the student, and the connection with the establishment because of their role of mediating between the prosecution, the courts and the defense bar. And it has worked very well and perhaps that could be expanded also.

CHAIRMAN DEDDEH: Mr. Burt, counsel has one quick question.

MR. AUBREY LA BRIE: Mr. Burt, I was curious about the comment you made regarding the limited scope of the kids' environment, especially with the illustration about your wife being a teacher and you suggesting the field trip. I was wondering, had that been followed up on, and what kind of results do you get when you expose the kids to something bigger than the kind of environment that they're in.

MR. BURT: Within the context of the Gang Prosecution Unit, we have done that. A particular instance of note was a 15-year-old male. The kid was one of several participants in two drive-by shootings, each resulting in a homicide. He was not the driver nor was he the shooter, but he was one of the active conspirators. He had a choice that we offered him: Be prosecuted through the juvenile process, and most likely wind up in the California Youth Authority at age 15 with a true finding of participating in a homicide, and getting out at that time probably at around age 17, and his prospects from that point would look very dim. The other choice, of course, was to divest himself of his gang affiliation, testify against his home boys, and live a life of danger because he'd be persona nongrata both to the rival gangs and his own gang members. But he'd have to change his life. He could no longer rely upon that circumscribed world of what gave him support and status among his gang peers.

I spent many hours with him, many hours with his parents who were divorced, convincing the spouse of the separated parent to accept a 15-year-old gang member, who she didn't really know, into her home who'd been involved in a homicide -- move him. We went to domestic court, got custody changed, and within one year, I have seen the most dramatic improvement I've ever seen as far as his manner of expression, his articulateness, his obvious intelligence which was totally masked to me. In prosecuting gang members, I figured I was a pretty good judge of what I could see beyond the veil of the gang venture, but this kid, within a year's time, had completely turned his life around, had a game plan so to speak as to where he was going to go, when he was going to go to school, knowing what time his home boys would be getting out of custody. He planned to be in the Air Force and in Germany at that time, and he set up this whole program.

We have had about three shining successes like that that we can point to. We've had others to lesser degree that have been the result of expanding those horizons. We have not been able to institute it as a regular program, simply because of our prosecution obligations. But that would be the type of program that I think would be quite functional.

Most of the community-based agencies operate within the ethnic neighborhood that the place is physically located in, and that somehow, or to some degree limits their ability to take them out and take them to other places, because the gang that inhabits that area aligns himself with that particular program.

We had a program once that tried to coalesce these various groups. It worked to a certain degree but not real effectively.

CHAIRMAN DEDDEH: Thank you. Question, Mr. Tucker?

ASSEMBLYMAN TUCKER: No.

CHAIRMAN DEDDEH: Thank you very much, Mr. Burt. Anybody else wishes to address the committee? If not, this proceeding will come to an end. Thank you very much.

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